THE PRESENT STATUS OF TRAFFIC SAFETY IN EDUCATION

By

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CHAPTER I

THE OBJECTIVE OF THIS STUDY

Today we face a new phase of teaching; namely, that urgent problem of traffic education. In the United States we have 28, 221, 291 licensed cars, or about one car for every 4.35 persons. In Indiana our ratio is even higher--one car for every 3.6 persons. We have been very slow and seemingly indifferent in working on this problem--traffic education. Again educators have let industry lead the way and automobile manufactures have been investigating and working on this problem for some time. Now, present conditions make it imperative that our educational aims include and meet the demand for teaching safety not only to children but also to adults.

About 2,400,000 boys and girls reach legal driving age each year. These are students in our schools and must, at this early age, be taught the responsibility they are to assume when they become drivers.

The automobile is no longer considered a luxury but a very important asset to our modern form of living. It has broadened and extended the scope of our communities; no longer is the rural community isolated. Our rural schools which formerly were known as the "little red school house" are today large consolidated schools offering the same advantages as large city school systems. Commercial

transportation, large freight trucks, passenger busses going from one coast to the other, linking Canada and Mexico with the United States, have reached a very important economic position in our present form of living.

This industry, for we must consider all phases of the motor car as a very important part of our economic and social life, must be considered as a new field in our educational system. These 2,400,000 boys and girls must be given a proper understanding of this phase of our cosmopolitan life.

Purpose of the study. The study will attempt to give a clear cross section of the present status of traffic safety as it is now being taught throughout the United States.

The major points of the investigation are:

a. How many states require the teaching of safety education?

b. What departments teach safety education?

c. What methods are used in teaching safety education?

d. What safety devices are used in teaching safety education?

e. How many states have laws pertaining to school bus drivers?

f. What do reports from various schools throughout the United States indicate?

Need for the study. The alarming death rate--an estimated toll of 39,700 killed in traffic accidents during 1937[1]--makes it imperative that definite action should be taken in regard to traffic education. In fact, this need is continually brought to our attention by gruesome reports in our daily newspapers, and by numerous, glaring white crosses painted on streets and highways. On one small hill in Ohio there are seven of these white crosses. Few towns of 5000 or over go through a school year without a serious traffic accident.

A definite study showing the progress each state has made in traffic education is needed in order to give a cross sectional view of the work being done in traffic education.

The problem of traffic education concerns the educator in a four-fold way.

1. A change in our teaching caused by consolidation of our schools.

2. The safety of our school children.

3. Development of a program for the teaching of traffic education.

4. Preparation of the student to "fit in" some phase of this fast growing industry.

The manufacturer should also be interested in traffic education. The ability of the driving public determines the rate of progress the manufacturer can maintain.

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[1]National Safety Council estimate, 1937. Direct correspondence from the National Safety Council.

The road contractor must keep in mind the individual driver and his ability to drive, the increasing speed of the motor car, the size and weight of busses, and develop a road that will give safe service for many years.

Scope and limitation of the study. The problem is so great that it will be impossible in this study to consider all the various phases of traffic pertaining to the direct problem of traffic safety. The question of uniform speed laws, traffic signals, location of street and house numbers, heavy truck traffic, etc., are all factors related to the question of traffic education but can not be considered in this limited study.

This study is nation-wide in regard to the six major points already mentioned.

Sources of data

A. Primary. Three types of questionnaires were sent out.

I. To the state superintendent of schools.

This questionnaire included:

a. Does your state require traffic education in your public schools?

b. What department teaches traffic education?

c. Do you have any requirements for school bus drivers?

d. What method is used in teaching safety?

e. What safety devices do you use for the school children?

II. To the superintendent of state roads.

a. What developments do you have in your state for the safety of school children?

b. What ideas do you have for promoting safety?

III. To various schools throughout the United States.

a. What are you doing in your school in traffic education?

b. What department teaches traffic education?

c. What does your school do in actually promoting traffic education?

IV. Study of various state courses of study.

V. Information from various manufactures, as Chrysler, Ford, General Motors, and Hudson.

VI. Auto Clubs, National Safety Council, etc.

VII. Magazines and newspapers.

B. Secondary sources.

I. Other studies of safety education.[2]

II. Other references listed in the Bibliography.

The gracious response from school superintendents, state road superintendents, and schools indicates that the question of traffic education is receiving some consideration. All states either from superintendent of schools, state road superintendents, or schools replied except Florida,

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[2]G. W. Ennis, The Juvenile Traffic School of Los Angeles County. Master's thesis, 1936. University of Southern California, p. 35.

[2]R. V. Miller, History Organization and Administration of Safety Education in the Junior High School of Los Angeles. Master's thesis, 1936. University of Southern Californis, p. 18.

Montana, Nebraska, and Tennessee. A total of thirty-eight state superintendents, twenty-two state road superintendents, and eighteen schools responded.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The first major aim of the study was to determine the general objectives of traffic education as it is being taught throughout the United States. The major aims or objectives we are striving for are of the utmost importance and should form the nucleus for the development of traffic education. While in the main the material secured from forty-six of the forty-eight states shows a very uniform and definite trend in these objectives the wording naturally would be somewhat different. It is impossible to list the various objectives of each state; however, this is an indication of nation-wide objectives.

General objectives of traffic education. "To develop an appreciation of the development and history of travel and transportation from their beginnings to their present highly mechanized system.[1]

"To pass the motor vehicle examination and secure a driver's license.[2]

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[1] Traffic Safety. Bulletin No. 374, October, 1937. Austin, Texas, p. 6.

[2] An Elective Non-Unit Course in Automobile Driving in Secondary Schools; September, 1936; issued by Motor Vehicle Department in cooperation with the State Board of Education; Concord, New Hampshire, p. 3.

"To acquire information about proper driving practices, state motor vehicle regulations, rule of the road.[3]

"To awaken in pupils a safety consciousness."[4]

"To help children understand situations which involve hazards."[5]

"To create desirable attitudes toward law and law enforcement."[6]

"To provide information for prospective drivers which will make safe operation of a motor vehicle possible."[7]

"Safety education at its best should make the individual able to protect himself and able to meet emergencies as they arise, rather than increase his dependence upon individuals or upon devices which are planned to protect him."[8]

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[3] An Elective Non-Unit Course in Automobile Driving in Secondary Schools; September, 1936; issued by Motor Vehicle Department in cooperation with the State Board of Education; Concord, New Hampshire, p. 3.

[4] A Course of Study in Safety Education. State of Alabama; Department of Education; Bulletin No. 15, 1932. Montgomery, Alabama, p. 13.

[5] Safety Education in the Elementary Schools of Utah. State of Utah; Department of Public Instruction; Bulletin No. E-18, 1935. Salt Lake City, Utah, p. 2.

[6] A Teacher's Manual in Safety Education. Elementary Schools of West Virginia: September, 1936, p. 10.

[7] A Course of Study in Safety Education for the Louisiana Schools. State Department of Education. Bulletin No. 325, August, 1936. Baton Rouge, Louisiana, p. 49.

[8] Education for Safety. State of Michigan; Department of Public Instruction; Bulletin No. 303, 1936. Lansing, Michigan, p. 8.

"To establish habits of safe conduct for the avoidance of accidents to self and the prevention of accidents to others."[9]

"To reduce the increasing toll of traffic accidents and fatalities among youth of high school age."[10]

"To prepare the high school youth to accept the dual responsibilities of pedestrian and motor vehicle operator, stressing good citizenship, tolerance, courtesy, patience and fine sportsmanship."[11]

"To prepare the high school youth of today to become the traffic advisor of tomorrow in promulgating sound, intelligent traffic programs as citizens."[12]

"To develop an appreciation of the relationship between physical and mental fitness and safety."[13]

The two major objectives. The objectives may be summarized under two main points--namely, (1) to teach the young people of today, who will become the drivers of tomorrow, the great responsibility they must assume when

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[9]Elementary School Curriculum. State of Maine; State Department of Education. 1931. Augusta, Maine, p. 138.

[10]Course of Study in Traffic Safety. Department of Education; State of Colorado. Denver, Colorado, p. 10.

[11]Course of Study in Traffic Safety. The State of Colorado. Denver, Colorado, p. 10.

[12]Course of Study in Traffic Safety. The State of Colorado. Denver, Colorado, p. 10.

[13]Transmitted through the courtesy of the Nevada State Highway Department and Governor's safety committee. p. 1.

they become drivers, (2) to decrease the appalling death toll at the present time by means of education.

The youth of today is eager and quite willing to learn and assume this responsibility. His pleasure and his living either directly or indirectly depend upon the motor car. The first essential of a good teaching program, motivation, is thus provided, since the student is so desirous of learning and becoming proficient in driving a motor car.

The ability of each state and each community to decrease the death toll must depend upon some type of education. The desire and demand of the average citizen is to achieve this goal. The problem is to find the many and varied means to be used to secure this desired objective. The trend of all the states to accept the responsibility of teaching traffic safety, the close cooperation between the various departments in each state show that a concentrated effort is being made to reach this desired objective. The effort is not so much to arrive at principles as to attain objectives.

I. STATES REQUIRING TRAFFIC EDUCATION

The reasons for twenty-four states requiring traffic education. "The safe operation of a motor vehicle depends upon habit, speed of reaction, environment and knowledge. Through knowledge based on a sound education program, the

three other factors may be adjusted."[14] Knowledge based upon education gained in our schools is regarded as the major factor in lowering our death toll; therefore twenty-four of the states now require the teaching of traffic education. Possibly within three years all of the states will require similar programs of traffic education.

Meeting the need after the law has been passed. Many states have enacted laws requiring the teaching of traffic education but are not now enforcing them. There are a great many reasons for this condition: (1) State programs had to be established without a background of any kind. This resulted in many mistakes and loss of time. (2) Another difficulty was lack of suitable text-books for a state course of study; however, this is not true today as we have at our disposal several good text-books.

Help from outside sources. Automobile manufacturers have supplied us with a great many aids in teaching traffic safety; such as, prepared charts on the mechanics of the motor car, suggestions on proper care and servicing of the car and many helpful suggestions on driving. Newspapers are doing a great deal of good by continually keeping before the public the ghastly results of our traffic accidents. Many cities are staging drives against old cars. One of the

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[14] Suggested Outline for Course of Study in Safety. State of Maine; Department of Education. March 1, 1936. Augusta, Maine, p. 1.

most spectacular methods of impressing the public was help during the national used car exchange week. This consisted of a parade down town of old cars and the burning of these cars in a huge bonfire. Many civic organizations as Rotary, Kiwanis, American Legion and many others are helping to improve traffic conditions.

Results of state legislation. The need for state legislation has been felt and has resulted in state laws. the responsibility for forming a state program for teaching traffic is now placed upon the educators who are accepting it and working toward a definite goal.

The chart on page 13 shows that twenty-four states are requiring the teaching of traffic safety; three states did not reply to the inquiry and those not requiring the teaching of traffic education stated that laws will soon be passed requiring the teaching of traffic safety. Many mistakes must be expected in formulating a course of study, but the hub of the wheel has been fitted.

II. DEPARTMENTS TEACHING TRAFFIC EDUCATION

The chart on page 17 shows that traffic education is found in various courses. This has many disadvantages.

1. A teacher may be required to teach the subject without the proper training and if so that teacher will not have the subject matter.

TABLE I
STATES REQUIRING THE TEACHING OF
TRAFFIC EDUCATION IN THE PUBLIC SCHOOLS

States	Yes	No
Alabama	x	
Arizona		x
Arkansas		x
California	x	
Colorado	x	
Connecticut	x	
Delaware		x
Dist. of Columbia	x	
Florida		
Georgia	x	
Idaho		x
Illinois		x
Indiana	x	
Iowa		x
Kansas		x
Kentucky		x
Louisiana	x	
Maine	x	
Maryland	x	
Massachusetts		x
Michigan		x
Minnesota	x	
Mississippi		x
Missouri		x
Montana		
Nebraska		
Nevada	x	
New Hampshire		x
New Jersey	x	
New Mexico		x
New York	x	
North Carolina		x
North Dakota	x	
Ohio	x	
Oklahoma		x
Oregon	x	
Pennsylvania	x	
Rhode Island		x
South Carolina	x	
South Dakota		x
Tennessee		
Texas		x
Utah	x	
Vermont		x
Virginia		x
Washington		x
West Virginia	x	
Wisconsin	x	
Wyoming	x	

2. The proper "atmosphere" is not apt to be found in an algebra room.

3. The student may look upon the subject as a necessary dose of education; if a proper respect for the subject is not developed within the school and community and the value of the course justified, the student will obtain little if any value from it.

Some states are giving emphasis to traffic education by placing the subject in a separate department, although the present trend is to place this teaching in either the physical education or the social studies departments.

"Safety education should not result in a coddled, fearful citizen, but in one who feels secure because he knows the rules of the game and feels himself to be equipped to take an active part therein."[15] The teaching of traffic education should be conducted in a concrete, positive manner with actual driving conditions encountered by the student.

The correlation of traffic education with all subjects is readily seen. The trouble is not in finding suitable points for correlation but in the teacher finding time to correlate the subject. The teacher of history may be only interested in teaching history. The same is true of all departments, for in the past schools have been too

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[15]R. V. Miller, History Organization and Administration of Safety Education in the Junior High School of Los Angeles. Master's thesis, 1936. University of Southern California. p. 12

narrow in the training of teachers. If the situation arises for a teacher of one department to make a practical lesson, certainly the teacher should capitalize upon that opportunity. How many teachers do this? Very few. They are interested only in their own subject. This is one of the main reasons for placing traffic education in a definite course.

Lack of qualified teachers. The lack of qualified teachers has been one of the major factors in retarding not only the teaching of traffic education but the placing of this subject in a definite department. Colleges are offering courses for the first time in this particular field. With teachers properly trained the value of traffic education will certainly be more fully realized and it will take its place as a regular subject.

Placing the course. The value of placing the subject in the proper place in the curriculum is of the utmost importance. This, however, is not as important as securing the proper teacher. The teacher must have a background of wide and practical experience. Students would not accept or at least value a course taught by someone who was not fitted for the work. The placing of this work in the physical education department seems logical. Coordination is very important in driving a car. Coordination of eye, mind and muscle is stressed in physical education, thereby setting up a proper correlation for traffic education.

The social science field is also a practical place for this subject as the motor car and its effects are truly a social problem. Traffic education can be correlated with most subjects; the major problem is to secure proper respect for the subject and proper equipment. Many schools are promoting the teaching of traffic education from the realm of theory to that phase of teaching considered as ideal--namely, actual experience. More discussion of actual experience will be considered later.

Textbooks. The problem of finding suitable textbooks is much less difficult today than even a year ago. Many states have prepared their own safety courses and in a short time our material in traffic education will be plentiful. Some of the textbooks now in use are: "Man and the Motor Car", Albert W. Whitney; "Drive and Live", Fitzgerald, Hoffman, Bayston; "Common Sense in Driving Your Car", R. A. Douglas.

A more complete list of textbooks will be found in the bibliography.

III. METHODS USED IN TEACHING TRAFFIC EDUCATION

No definite or well established method of teaching traffic education has been established. Each state and community is teaching traffic education as it sees fit. Beyond some states requiring this subject and stating the limited number of hours of teaching, very little has been

TABLE II

DEPARTMENTS TEACHING TRAFFIC EDUCATION

States	Physical Education	Home Room	Social Studies	Various	All Departments
Alabama				x	
Arizona				x	
Arkansas					
California				x	
Colorado				x	
Connecticut				x	
Delaware					x
Dist. of Columbia					
Florida					
Georgia				x	
Idaho				x	
Illinois					
Indiana	x		x		
Iowa		x		x	
Kansas				x	
Kentucky				x	
Louisiana	x			x	
Maine	x		x		
Maryland				x	
Massachusetts				x	
Michigan				x	
Minnesota	x			x	
Mississippi					
Missouri				x	
Montana					
Nebraska					
Nevada			x		
New Hampshire				x	
New Jersey				x	
New Mexico				x	
New York	x				
North Carolina				x	
North Dakota			x		
Ohio				x	
Oklahoma					
Oregon	x		x		
Pennsylvania					x
Rhode Island				x	
South Carolina				x	
South Dakota				x	

TABLE II (continued)

State	Physical education	Home Room	Social Studies	Various	All Departments
Tennessee					
Texas				x	
Utah	x		x	x	
Vermont	x		x	x	
Virginia	x			x	
Washington	x			x	
West Virginia					
Wisconsin					
Wyoming	x				

accomplished. Textbooks were slow in being introduced. However, today we have a wide range and selection of texts.

One of the outstanding pieces of work in South Dakota is a monthly bulletin "The Young Citizen"[16], published by the Young Citizens League each month during the school year. This pamphlet usually about thirty pages in length covers safety from all angles. The author uses poems, stories, songs, pictures and many other interesting devices to arouse the interest of the student reader.

List of Methods in Teaching.

1. Textbooks.

2. Correlation with regular school subjects.

3. Securing and disseminating accident data.

4. Arranging exhibits, showing causes and effects of accidents.

5. Auditorium activities.

a. Dramatization of causes and effects of accidents, using such plays as those of the National Safety Council.

b. Original Plays.

c. Speakers, state police, etc.

d. Debates and forums.

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[16]The Young Citizens League. Pierre, South Dakota

6. Visual pictures.

a. Available from many sources including the National Safety Council, Chrysler Motor Car Company, insurance companies.

b. Slides, National Safety Council.

c. Posters for bulletin boards.

d. Photographs and clippings.

7. Home room topics.

8. Special Safety Week.

9. Newspapers.

10. Safety magazines.

Perhaps the best method and the one least used, owing to cost, is the teaching of how to operate a motor car through actual practice. This method is suggested by a number of states and will in the future be required as a regular school subject. Education at its best is theory. If the student is actually taught how to drive under regular traffic conditions, then we will be doing a real service to youth. Through close cooperation with the state road patrol this phase of teaching can be accomplished. One of the early actual practice classes was held at Darien High School in Hartford, Connecticut. The following is a report of that class.

REPORT OF DRIVING CLASS[17]

"Monday evening, May 24th, 1937, the successful completion of Connecticut's first official experimental course in "Safe Driving", as an outstanding phase of Darien High School's study of "Safety Education", was observed with due ceremony. Forty-three students, out of a class of forty-nine, were graduated.

"Dr. Charles H. Prohaska, director of physical and health education, Connecticut State Board of Education, gave to each successful student an official certificate issued and signed by the State Commissioner of Motor Vehicles, Colonel Michael A. Connor. These certificates set forth that each recipient had proved to be a competent operator of a motor vehicle. Upon presentation at any examination station of the State Department of Motor Vehicles within one year, these certificates entitle the bearer to receive an operator's license upon payment of the legal fee and completing the official application blank.

"So, with simple ceremony, a very important event in Connecticut's traffic accident prevention calendar was held with a large audience of admiring relatives and friends applauding the students who had completed the course. Some of the lessons learned by the State Department of Motor Vehicles as regards the "road instruction" phase of a "Safe Driver's Course" are outlined in this report.

"Important facts developed out of the West Hartford course which included study of the state statutes pertaining to motor vehicle operation on the streets and highways and causes of traffic accidents. An interesting development proved to be the rather severe examination papers, prepared by the students themselves through questions suggested to Principal R. W. Harriman and Miss Idessa Rooney who supervised the course. It emphasized the interest taken in the course.

"Superintendent Fuller and Principal Jones arranged a total of twenty-eight periods to be given daily through the several weeks required to handle the course. Supplementaing the work of Mr. Hubbard, science teacher, who worked with Mr. Jones in teaching the course, the State Department of Motor Vehicles furnished lecturers to explain certain phases of Connecticut's traffic accident problem

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[17] Safety Promotion Section. State Department of Motor Vehicles. Hartford Connecticut. June 9, 1937, p. 1.

coming wholly within the department's duties. Other outside lecturers were brought in to discuss subjects within their particular fields of endeavor. The superintendent of the streets for Darien discussed the construction and maintenance of streets and highways. Chief Tinker of the Darien police spoke about official supervision of traffic and the attitude of the local police. In every possible way, so far as the time would permit, the course was made liberal and comprehensive by making use of a wide correlation of textbooks and pamphlets.

"Early in the course it was found advisable to separate the class into two groups. This facilitated the progress of Group "A", the members of which seemed to grasp the subject more quickly. This division of the class was advantageous when the road instruction work started. Members of Group "A" required less intensive and personal instruction and testing than the members of Group "B" on whom the state inspectors were able to spend the time saved from the first group.

"The outstanding value to the State Department of Motor Vehicles in participating in this course--the first time in Connecticut that the department embarked on such a pretentious program--was unquestionably the lessons learned through the experience of handling the actual road instruction. This was entirely in the department's hands."

Summary of Course

Approzimately 4,235 minutes of actual road instruction were given to the forty-nine members of the Darien class.

The average time, therefore, spent on each student would be about eighty-six minutes, or approximately one and one-quarter hours of total instruction.

The successful students were given about eighty-four minutes of actual road instruction, whereas the few who failed to qualify were given an average of 102 minutes each by the instructors.

In a few cases less time was required and in a few

others more time was needed; what was not needed with the more skilled students was given to those not so apt.

Further experiences may change conclusions but, at this time, it would seem as though supervisors of "Safe Drivers'" courses should plan on each student having at least one hour of actual intensive road instruction.

IV. SAFETY DEVICES AND ORGANIZATIONS

Man's desire for self protection had led to the development of various, unique safety devices and organizations for his protection. The instinct to protect his family is only natural. This, of course, leads to the question of protecting his children when not directly in his own care. Children, spending at least one-half of this time in school, must be protected. School officials throughout the nation are seeking to find suitable devices to secure this objective. Traffic has created the major hazard. From the time the student leaves home until his return he is in constant danger from traffic hazards. This problem is being attacked from various angles. The major factor is in getting the students to assume their share of the responsibility. This is being accomplished by safety councils, safety patrol, boy and girl scouts, and other means. The drivers are constantly warned of schools by stop signs, safety zones and laws in regard to passing busses.

TABLE III

THE METHODS USED IN TEACHING SAFETY

States	Special Safety Week	Class Room	Assembly Programs etc.	Radio	Post-ers	Drivers Course
Alabama	x	x	x			
Arizona		x				
Arkansas						
California	x		x			
Colorado						
Connecticut		x	x	x		x
Delaware	x	x	x	x	x	x
Dist. of Columbia						
Florida						
Georgia		x				
Idaho		x	x			
Illinois		x	x			
Indiana	x	x	x		x	
Iowa						
Kansas			x			
Kentucky	x					
Louisiana						
Maine		x	x	x	x	x
Maryland		x		x		
Massachusetts		x	x	x		
Michigan			x	x	x	x
Minnesota		x	x			
Mississippi			x			
Missouri						
Montana						
Nebraska			x			
Nevada			x			
New Hampshire	x		x		x	
New Jersey		x	x	x	x	
New Mexico			x		x	
New York		x	x		x	
North Carolina						
North Dakota	x	x	x		x	x
Ohio			x			x
Oklahoma			x			
Oregon		x	x		x	x
Pennsylvania	x	x	x	x	x	
Rhode Island						
South Carolina		x	x	x	x	x
South Dakota			x		x	

TABLE III (continued)

States	Special Safety Week	Class Room	Assembly Programs etc.	Radio	Post-ers	Drivers Course
Tennessee						
Texas			x		x	
Utah		x	x	x	x	x
Vermont		x	x		x	
Virginia		x	x		x	
Washington		x	x		x	
West Virginia		x	x		x	
Wisconsin		x	x		x	
Wyoming		x	x		x	

The chart on page 30 gives a very definite idea of the most successful and widely used means for the protection of our school children. The safety patrol is the outstanding example and is worthy of consideration.

School Patrol.

Function. "The function of the school student patrol is to instruct, direct, and control the members of the student body in crossing the highways at or near schools. Patrols should not be charged with the responsibility of directing vehicular traffic, or be allowed to do so, other than signaling to a motorist who approaches the crossing after the student pedestrians have left the curb."[18] This outlines the duty of the school patrol as it works through the United States. Slight variations will be found in each state. The value of the school patrol rests with the school authorities. Likewise, the selection of the patrol members, their guidance and the attitude of the students depends upon the school authorities.

Pledge of a school patrol member.[19]

I promise on my honor:

1. "To do my duty to God and my country, and obey the law.

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[18] School Patrols in Minnesota. Department of Highways. St. Paul, Minnesota, 1932, p. 5.

[19] School Patrols in Minnesota. Department of Highways. St. Paul, Minnesota, 1932, p. 15.

2. "To work for the safety of the pupils of the schools as I would want those appointed to work for my safety and the safety of my family and friends.

3. "To try to protect myself and those with whom I come in contact from the risk of unnecessary chances.

4. "To keep myself clean, morally, mentally and physically, by being honest, trustworthy, loyal, helpful, obedient and brave.

5. "To do my part in helping reduce the number of accidents during this year and by my example to try and make my school a model one for safety.

6. "To faithfully perform the duties as outlined for a school patrol officer.

7. "To preserve and return my equipment when ordered to do so."

Values of the school patrol.[20]

1. "Aids in traffic safety and traffic education.

2. "Gives the student in charge of the patrol a sense of responsibility that he will always retain.

3. "Teaches the student body through their own leaders to respect laws and order.

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[20]School Patrols in Minnesota. Department of Highways. St. Paul, Minnesota. 1932, p. 16.

4. "Is a means by which the student may show his ability to lead and direct. (Our educational system has always been weak in this respect).

5. "Creates a closer union between the school authorities and student body.

6. "Is a means to constantly remind drivers of their responsibility.

7. "Provides possible protection where stop lights and traffic officers are not stationed."

The value of the school patrol to the individual student, the student body and community is unlimited and more service will be realized in the future.

The value of the safety council, boy and girl scouts, camp fire girls and other similar organizations will develop in the future, each finding its proper place in regard to traffic education.

Our ability to educate our future drivers to respect and cooperate with standards accepted as best for our safety depends in a large measure upon our ability to show and instruct the future driver while he is in a receptive stage. Actual driving practice, the means by which the student can come in direct contact with the various laws through safety councils, proper understanding of our existing law, etc. will aid the students to prepare themselves as future drivers.

TABLE IV

TOTAL ACCIDENTS ON THE HIGHWAYS IN AGE GROUP FOR THREE YEARS IN SOUTH DAKOTA[21]

Age Group	Number Killed			Per Cent Killed		
	1934	1935	1936	1934	1935	1936
0- 4	3	2	3	27%	26%	29%
5-14	6	10	10			
15-24	22	23	23			

The above table shows the age groups that are most likely to be envolved in a traffic accident. As we would expect the ages are from 15-24. These years include high school and college students. Why this high death rate after the students have reached the age where they should be able to think for themselves? The answer goes back to the fact that about 2,400,000 boys and girls reach driving age each year, and own their first car. They have not been taught how to properly handle a motor car. Most of them have learned to drive with little of the proper kind of supervision. Teaching respect and regard for the motor car and the rights of others will lessen this toll of young men and women. Since these students are under the

[21]The above table was not explained in the reference, but seems to indicate those killed on the highways.

care and supervision of educators for eight, nine or ten months of the year, we must accept this new responsibility.

V. REQUIREMENTS FOR SCHOOL BUS DRIVERS

The situation in regard to school bus laws. The chart on page 34 shows that approximately fifty percent of our states have definite laws in regard to school busses and bus drivers. The responsibility for the safety of our school children in transportation to and from school depends upon the accurate judgment and extreme care of the bus driver.

The bus drivers. The question of securing a dependable driver has not been given a great deal of attention. A driver's license and bond is about all that is required. As a rule the employment does not pay sufficient wages to secure a good driver. The question of politics enters in and many times the contract is given to a friend for past or future political friendship. This is a very dangerous practice, and some means of securing good drivers must be established. The driver should be dependable, have an understanding of children and be willing to cooperate with the school officials. His ability to drive a bus should be confirmed before the contract is secured.

School busses. The consolidation of our schools, made possible by the improvement of our roads, necessitated

TABLE V

SAFETY DEVICES AND ORGANIZATIONS USED FOR THE SAFETY OF SCHOOL CHILDREN

States	Safety Council	Safety Patrol	Boy Scout Girl Scout Camp Fire Girls	Safety Zones	Monthly Bulletin
Alabama		x	x		
Arizona		x		x	
Arkansas		x			
California	x	x	x		
Colorado					
Connecticut	x				
Delaware	x	x			
Dist. of Columbia					
Florida					
Georgia					
Idaho		x			
Illinois		x			
Indiana		x			
Iowa		x			
Kansas		x			
Kentucky		x			
Louisiana		x		x	x
Maine		x			
Maryland		x			
Massachusetts					
Michigan		x			
Minnesota		x		x	
Mississippi		x			
Missouri				x	
Montana					
Nebraska	x	x			
Nevada		x			
New Hampshire		x		x	
New Jersey	x	x	x	x	
New Mexico					
New York	x	x			
North Carolina					
North Dakota		x			
Ohio		x			
Oklahoma		x			

TABLE V (continued)

States	Safety Council	Safety Patrol	Boy Scout Girl Scout Camp Fire Girls	Safety Zones	Monthly Bulletin
Oregon		x			
Pennsylvania		x			
Rhode Island					
South Carolina		x			
South Dakota		x			x
Tennessee					
Texas	x	x			
Utah		x			
Vermont		x			
Virginia		x			
Washington		x			
West Virginia	x	x	x		
Wisconsin		x			
Wyoming		x			

a change in our means of pupil transportation. The old wooden school bus drawn by horses, covering a few miles each day, was replaced by a motor bus covering many miles. At first the wooden type of body was used, but most states today are requiring a change to steel busses, with all modern safety devices.

The list of instructions, found in the appendix are taken from the state of Louisiana,[22] if required and followed by all would result in safer conditions for our children.

VI. THE QUESTION OF SPEED

The watchword of today's progress is "speed". We demand speed in all forms of travel. Our offices, homes and even our play has been speeded up to the maximum. Our education has been lengthened but at the same time speeded up. When will we reach the peak of our ability to accept this modern marvel of speed? Are we today placing too much strain upon the human machine in asking that our nervous system cope with the continued demand of more speed? The following statistics seem to prove that the human machine has not been able to progress as fast as the science engineers. The first train traveled, as we would consider

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[22] Instruction for School Bus Drivers, State Department of Education; Division of Safety. Baton Rouge, Louisiana.

TABLE VI
REQUIREMENTS FOR SCHOOL BUS DRIVERS

States	Yes	No
Alabama		x
Arizona	x	
Arkansas		
California	x	
Colorado	x	
Connecticut		x
Delaware	x	
Dist. of Columbia		
Florida		
Georgia		x
Idaho		x
Illinois	x	
Indiana		x
Iowa		x
Kansas		
Kentucky		x
Louisiana	x	
Maine	x	
Maryland	x	
Massachusetts	x	
Michigan	x	
Minnesota	x	
Mississippi		x
Missouri		
Montana		
Nebraska	x	
Nevada	x	
New Hampshire		x
New Jersey	x	
New Mexico		x
New York		
North Carolina	x	
North Dakota		x
Ohio		
Oklahoma	x	
Oregon		x
Pennsylvania		
Rhode Island		x
South Carolina	x	
South Dakota		x
Tennessee		x
Texas		x
Utah	x	
Vermont		x
Virginia	x	
Washington	x	
West Virginia	x	
Wisconsin		
Wyoming	x	

means of locomotion today, very slowly. Our first motor car was very slow. Today engineers have produced more speed than we can safely use. The road engineer was not able, a few short years back, to visualize the amount of speed the future automobile would have. This resulted in the construction of many hard surfaced roads, that today are unfit for fast traffic. The result is shown in the following table.

TABLE VII

THE RESULT OF SPEED

Driving 50 miles or over	1 accident in 11 is fatal
Driving 40 to 49 miles	1 accident in 25 is fatal
Driving 30 to 39 miles	1 accident in 35 is fatal
Driving 20 to 29 miles	1 accident in 42 is fatal
Driving 20 or less miles	1 accident in 61 is fatal

The Limitation of All Drivers.

"THE PHYSICAL LAWS WHICH CONTROL THE STARTING, STOPPING OR TURNING OF A MOTOR CAR, regardless of the opinion or will of the driver, THE PHYSICAL AND MENTAL LIMITATIONS OF THE AVERAGE DRIVER WHICH CONTROL HIS BEHAVIOR IN TRAFFIC, regardless of his opinion of his own ability, THE PSYCHOLOGICAL LAWS WHICH CONTROL THE BEHAVIOR

OF OTHER DRIVERS, regardless of how we damn him, and THE FIXED CHARACTERISTICS AND CAPACITIES WHICH CONTROL THE FLOW OF TRAFFIC IMPOSED UPON THEM, regardless of our impatience to get places in a hurry--all combine to establish the rate of speed we may make with safety."[23]

The above statement points out one of the main reasons for our high death toll in traffic. No one wishes to admit that he is not physically or mentally fit to drive a car, yet the degree of fitness ranges from the very inferior physical and mental response of the subnormal person to one of high intelligence. This degree of mental response also varies with the driving conditions--that is, speed and the amount of traffic. A driver who has a low mental and physical reaction may be a safe driver when traveling at a low rate of speed and on uncongested highways or streets. This same driver could become a menace under conditions that would call for quick mental and physical reactions.

Finding the Ability of a Driver. As previously pointed out--and as some states are recommending today--this can best be determined by testing the young driver, while still in school, under actual driving conditions and studying his reactions in emergencies. The speed of his

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[23]Selective Highway Safety Education. A paper delivered before the 25th National Safety Congress Exposition; Atlantic City, October 9, 1936, p. 9.

reaction must be capable of mastering the sudden and unexpected conditions that arise in traffic today. These unexpected situations are as a rule caused by the speed of the motor vehicle. We find then, that for safety speed of thinking must be faster than the speed of our modern motor car.

VII. LOCATION OF STOP LIGHTS, SIGNS, STREET NUMBERS AND HOUSE NUMBERS

This study does not pertain in a direct way to the location of stop lights, signs, street numbers and house numbers. However, they are in direct relation to traffic education. In traveling from state to state, city to city or even in a city the motorist must be constantly on guard for unexpected stop signs or stop lights. Many types of stop lights and signs add to the confusion. The location will vary even within a city. With little engineering expense the stop lights could be uniform in type and location at least within a city and even within a state. Our national and state signs--within a state--are uniform but this plan is not followed by our cities. Many stop lights are placed at the side of a street or on a building and a motorist unfamiliar with these signs may unintentionally run one of these signs and cause a wreck. Few cities have uniform locations for street names and numbers. This fact

is indirectly responsible for many accidents. The motorist is prone to stop, get out of his car and hunt for a street name or number. This would be necessary in many cases, although one of our large cities has engraved the street and name and number in the sidewalk. The motorist would be required to stop and leave his car to secure the desired information. This results in slow, erratic driving, a constant menace to the driver and other cars. The question of proper location for house numbers is also important. House numbers may be found from the front steps to the edge of the porch roof, on the right side of the door or the left, according to the whim of the owner. This results in a game very similar to hide and seek. The objection to this game is, that while seeking a number, the driver is apt to forget that he is driving. This confusion resulting from stop lights, signs and markings could be avoided by the proper laws requiring uniformity in the placing of each.

VIII. THE EFFECTS OF TRUCKS ON OUR HIGHWAYS--PROBLEMS CREATED BY TRUCKS

The question of heavy truck traffic is new and unanswered. That truck traffic is a serious problem can not be denied and must receive careful study. The result of the questionnaire plainly showed that very little study has been attempted. Only ten of the forty-eight states responded and the response was so inaccurate that only a general

conclusion can be drawn. The conditions vary from the heavy traffic in the east to the light traffic in the sparsely settled states in the west.

Problems created by trucks.

1. Are our roads capable of lasting under these heavy loads?

2. Are the truck companies justified in using our public roads for private gains?

3. Are the trucks a menace to our pleasure cars, particularly on week ends and holidays?

The above questions can be answered only by careful study over a period of time sufficient to give us a clear conception of the question.

The question of road construction is very important as the following illustration shows. The distance from Wheeling, West Virginia to Weirton, West Virginia, route 2 is thirty-two miles. The road constructed in 1930 was considered one of the smoothest in the United States. As soon as the road was opened, one of the steel companies started to haul steel bars from one town to the other. Although the truck complied with all of the state laws the loads were excessive. The result shows for its self, in a broken rough pavement--a pavement that would have lasted for private passenger cars many years. A constant traffic problem was created by the slow speed of the trucks. This was particularly true on Sundays and holidays.

The above statement is only a sample of the truck conditions as they exist throughout the country. The question of the relationship between the truck and railroads is also very important. The railroads, one of the major factors in the development of our country, are being deprived of their revenue due to the increase of truck traffic and the public through its government is constantly making loans and grants to railroads. The major factor is the relation of the pleasure car to the truck. The expression "driving is no longer a pleasure due to trucks" is quite true. Our public roads were built for the convenience and pleasure of all, not for a commercial value of a few.

IX. CAUSES OF PEDESTRIAN DEATHS

In reality we have two phases of traffic education, namely: The driver and the pedestrian. Many cities are experimenting with various rules and regulations for the safety of the pedestrian. We have stop signs permitting the traffic to move at one time and the pedestrians at another time. This possibly would work except man considers himself as free and unrestricted. If he wishes to cross he will do so regardless of traffic. Many people cross the street thinking of some important matter, little realizing the danger from motor cars. Others are in too big a hurry to wait for the stop sign. The following table shows the

various types of accidents.

"Accident Facts"[24] states that the reason for pedestrian deaths in 1936 were:

TABLE VIII

ACCIDENT FACTS

	Urban	Rural
Walking in roadways	3%	34%
Crossing at intersections	43%	3%
Crossing not at intersections	42%	35%
Other actions	12%	28%

This table is interesting in that it points out the varying conditions the drivers must expect. Many drivers relax when they reach the open road. Here we find the pedestrian is forced to use the road. Our so-called "hitch hiker" also adds to the dangerous driving conditions in the country. In the city the conditions at intersections are dangerous principally for two reasons: the driver attempting to beat the driver. This can only be avoided by strict supervision at main intersections and teaching our students proper respect for the motor car.

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[24] Safety on Highway for South Dakota. Volume I, No.2, 1937. South Dakota, p. 26.

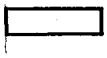
X. EFFECTS OF ALCOHOL

The driver and alcohol. This work is not necessarily interested in the cause of accidents; however, the question of alcohol and its effects upon the driver is of vital interest. Many states have passed laws in regard to the revoking of the driver's license. The following chart shows the relation of liquor and the revocation of drivers' licenses in Indiana.

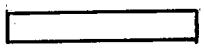
INDIANA'S
LIQUOR BILL

Amounts Spent for Legalized
Liquor Since Repeal

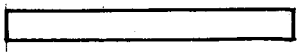
In 1933 Indiana Spent $18,000,000



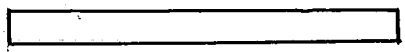
In 1934 Indiana spent $56,000,000



In 1935 Indiana spent $56,000,000



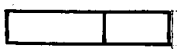
In 1936 Indiana spent $80,000,000



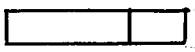
Figures based upon amount of liquors sold and revenues received.

ALCOHOL'S PART
in the
REVOCATION OF DRIVERS'
LICENSES
In Indiana Since Repeal

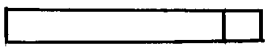
1933
Drunken Driving 572. All other causes 376.



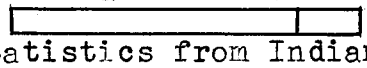
1934
Drunken Driving 618. All other causes 334.



1935
Drunken Driving 838. All other causes 283.



1936
Drunken Driving 1231. All other causes 370.

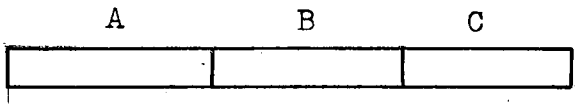


Statistics from Indiana
Motor Vehicle Bureau

Alcohol and Traffic Accidents. The following diagram shows the effect of alcohol and traffic accidents.

FIGURE I

RESULTS OF DRINK



A. Sober

B. Drinking

C. Drunk

Drinking and driving. The increase of accidents and deaths after the repeal of the eighteenth amendment was expected by those who had given consideration to the question. There is lack of general agreement as to how much alcohol can safely be imbibed before the driver is unable to properly handle his car. The effect of one drink will be different for each individual. The question pertaining to youth, alcohol and the car is of vital importance. The hit and run driver when apprehended is often found to be in some stage of intoxication. In this form the individual is not responsible for his actions; however, the blame must rest upon his shoulders. A very firm stand should be taken by all states in regard to the revoking of license when a driver is found operating a car under the influence of alcohol.

XI. TYPES, CAUSES, AND RESULTS OF MOTOR VEHICLES ACCIDENTS

TABLE IX

TYPES, CAUSES, AND RESULTS OF MOTOR VEHICLES ACCIDENTS

52 Motor Vehicle vs. Motor Vehicle
9 Motor Vehicle vs. Pedestrian
3 Motor Vehicle vs. Bicycle
14 Motor Vehicle vs. Fixed Object
8 Non Collisions

Causes	Accidents	Deaths	Injuries
Driver Failed to see Pedestrian	5	1	4
Excessive Speed	3	1	3
Obstructed View	8	1	6
Carelessness-Inattention	5		2
On wrong side of Road	4	2	2
Violated Right of Way	12		4
Failed to signal	9		3
Improper Lights	6		6
Skidding on loose gravel or wet road	5	3	7
Driver asleep	5		2
Disregard Stop Sign	3		1
Intoxication	6	1	5
Drove or crowded off roadway	3		2
Cutting in	2		8
Fell out of vehicle	1	1	
Blowout	2	1	4
Unknown not stated	7	2	6
TOTALS	86	13	65

The above table gives the types, causes, and results of Motor Vehicles Accidents during the month of June 1937.[25]

Causes of Accidents. The one violation causing most

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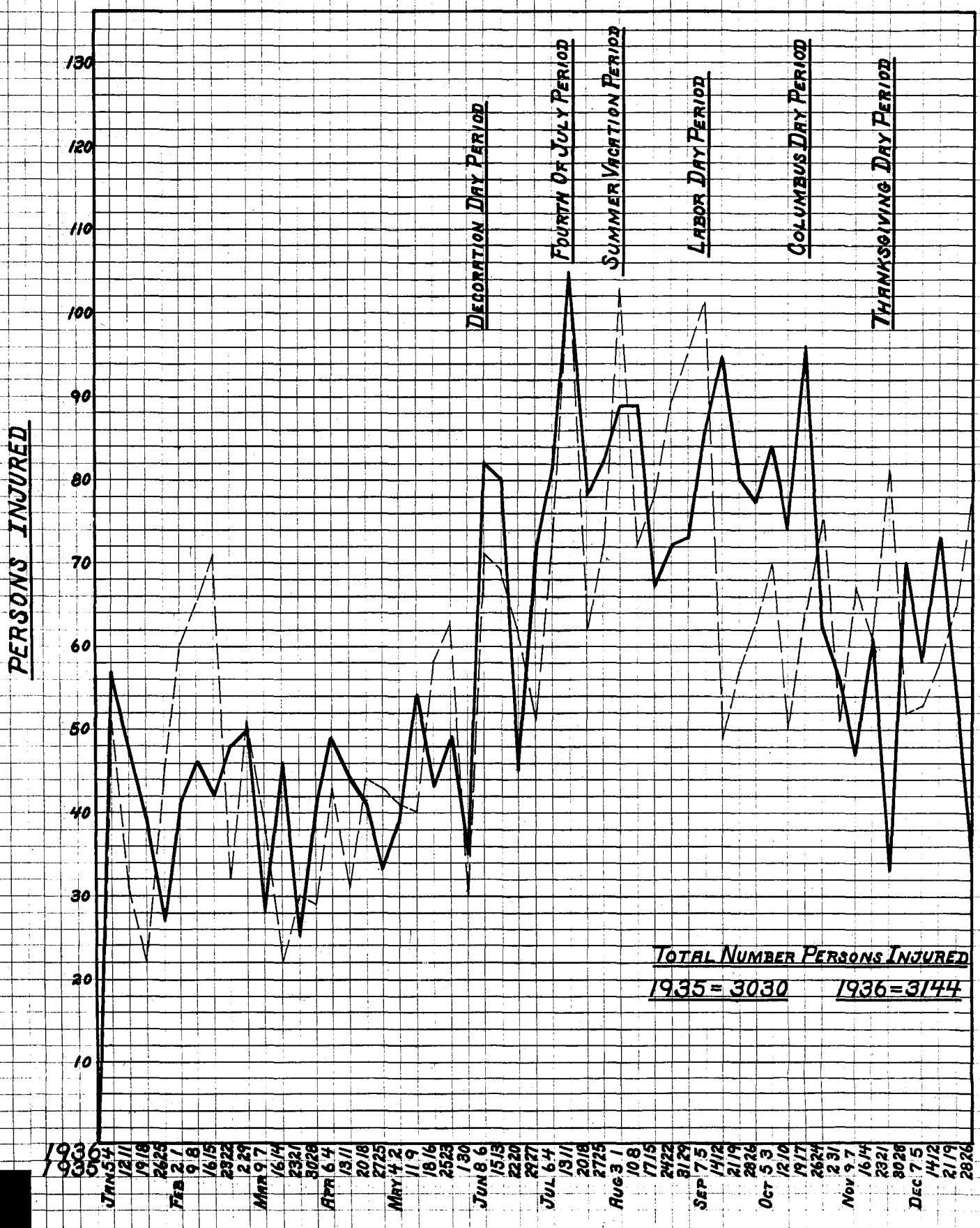
[25] Safety on Highways for South Dakota. Volume 1, No. 2 1937. South Dakota, p. 19.

NO. OF PERSONS INJURED WEEKLY IN MOTOR VEHICLE ACCIDENTS.

1935 1936

MOTOR VEHICLE DEPARTMENT
STATE OF NEW HAMPSHIRE.
CONCORD., N.H.



TOTAL NUMBER PERSONS INJURED
1935 = 3030 1936 = 3144

accidents is based upon our own selfish interest or violation of the right of way. Education should teach us to respect the rights of others. In our hurry today we take chances, not thinking that the other driver has as much right as we have. Failure to signal can only be explained by our careless attitudes. However, many drivers have never been taught the proper signals. This could be accomplished in any class if we would take the responsibility of teaching practical lessons rather than so much theory. We are all familiar with obstructions. Our road engineers today are to be commended for the advanced engineering features that make our roads much safer and much more enjoyable than they were a few short years ago. Car manufacturers have contributed their part in making the visibility from within the car much greater. Many states are passing laws which forbid certain types of signs and their location along this road. Other causes listed when studied will show that the majority of these wrecks may be avoided by proper care of our car and our own carefullness.

Types of Wrecks. The major types of wrecks were motor vehicle vs. motor vehicle. This--a condition to be expected--is caused by our own lack of thinking and neglect to keep our cars in good condition. Many states today though strict examining laws of both drivers and cars are eliminating many unsafe cars; and drivers' licenses are

being refused and after a certain number of wrecks the drivers's license may be revoked. The State of New Jersey is leading the way in examination of motor cars, the owner being requested to have his car examined twice a year by a competent garage.

XIII. CALIFORNIA REGULATIONS

City traffic and parking regulation.[26] "There is substantial uniformity of traffic and parking regulations in the cities of California. However, due to the fact that absolute uniformity, except in certain instances, is not required by law the driver of an automobile in entering and driving through any city must be constantly on the lookout for sign, lights, and markings, and must bear in mind that in any particular city he may be required to observe traffic regulations not in force in other places. A person driving an automobile in an unfamiliar city is always at a disadvantage, because the residents of the city are familiar with the local traffic regulations and act accordingly. The stranger may, unless he is exceedingly careful, unwittingly violate a local regulation and become involved in an accident.

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[26] Manual on Traffic Safety for California Secondary Schools. No. 8, 1936. Sacramento, California, p. 12.

Basic rules for driving.

1. An automobile should not be operated unless its safety mechanism is in good working order.

2. A person driving an automobile must devote his whole attention to driving.

3. The driver of an automobile must always be alert and ready for any contingency.

4. The rules of the road must be obeyed at all times.

5. The rights of others using the highways must be respected.

6. The driver of an automobile must not assume that a pedestrian or the driver of another automobile will in all cases do the reasonable, lawful, and courteous thing.

7. Proper arm signal must always be given when necessary.

Signals--how given. Signals may be given by the hand and arm or by a signal lamp or mechanical signal device of a type approved by the State Department of Motor Vehicles. (Vehicle Code section 545).

Hand and arm signals. All signals given by hand and arm must be given from the left side of the vehicle in the following manner and shall mean as follows:

a. Left turn--hand and arm extended horizontally beyond the side of the vehicle.

b. Right turn--hand and arm extended upward beyond the side of the vehicle.

c. Stop or sudden slow down--hand and arm extended downward beyond the side of the vehicle. (Vechicle Code section 546).

Signals required before turning. All signals of intention to turn right or left must be given continuously during the last 50 feet traveled by the vehicle before turning. (Vehicle Code section 544).

Signals required when stopping or slowing. No person shall stop or suddenly slow down a vehicle on a street or highway without first giving the appropriate signal. (Vehicle Code section 544).

Special Signal Services. When the body of a vehicle or the load on a vehicle extends 15 inches or more beyond the outside of the driver's cab and a hand and arm signal can not be seen both to front and rear of such vehicle, then the signals must be given by a lamp or device. (Vehicle Code section 545).

XIII. TYPES OF ACCIDENTS

Our average citizen has just three types of accidents:

a. Accidents caused by doing the thing he knows is wrong.

b. Accidents caused by doing the things he did not know were wrong.

c. Accidents caused by conditions beyond his control.[27]

FIGURE II

TYPES OF ACCIDENTS

PRINCIPAL TYPES OF ACCIDENTS AT VARIOUS AGE LEVELS[28]

Type of Accident	Percentage
	Ages 0-4
Burns	23
*Motor Vehicle	19
Mechanical suffocation	10
Falls	8
	Ages 5-9
*Motor Vehicle	48
Drowning	13
Burns	12
Falls	8
	Ages 10-14
*Motor Vehicle	33
Drowning	23
Falls	10
Firearms	10
	Ages 15-19
*Motor Vehicle	44
Drowning	18
Falls	9
Firearms	9

[27]We Drivers. Safety bulletin published by General Motors 1936, p. 10.

[28]Safety on Highways for South Dakota. Volume 1, No. 2, Pierre, South Dakota, p. 14.

notice the decrease after the age of nine. Some teaching has been accomplished in safety education.

Notice the increase after age fifteen. The individual has started to drive without proper understanding of his responsibility.

Safety education should be a continuous process from infancy to old age. After the child has reached the age of four, he is able to play in the streets. Thus we find the child is in need of safety education from pre-school age until he is no longer able, due to old age, to drive a car or even to walk along the highways.

This means that new methods of safety must be devised to protect our youth; as, proper playgrounds plus proper protection at crossings, and guidance that will keep the child off of the street until he has reached an age where safety measures can be taught and understood.

The chart shows that accidents from motor vehicles is very high until the age of nine. Safety is taught from the ages of five to nine. After nine we find a decrease in the death toll from nine to fifteen, due to traffic education. After reaching the age of fifteen the death toll again mounts as the individual has reached the age where he is allowed to drive, risking his life and the life of others for the simple reason that we have not found time nor place to teach traffic education in a constructive manner.

In our early years we are endangered by accidents , because we have not had the experience to teach us the difference between safety and danger. As we grow older the accidents occur from our taking chances with situations that we know are dangerous; many accidents occur when situations arise over which we have no control. This is especially true when driving an automobile in heavy traffic, for we are then not only responsible for our own actions but must also be continually on guard to protect ourselves from the reckless actions of others. Problems arise so suddenly that one must every be thinking. Proper teaching in regard to accidents that may occur, constant reminders in signs, etc., will do much in promoting safety.

XIV. TRAFFIC EDUCATION IN INDIANA

"Indiana is entering upon the most extensive program ever undertaken by the State in a campaign of safety on streets and highways. It is highly important that the youth of our state be taught the proper use of motor vehicles, for the conditions we desire for tomorrow must first be taught in our schools."[29]

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[29] To the Teachers of Safety. State of Indiana; Department of Education. Indianapolis. December 31, 1937.

Indiana introduced safety education in the second semester of the 1937-1938 school year. This marks a very forward step in traffic education in Indiana. The text "Living Safely" by Bowman and Boston was the required text in all schools.

High school requirements. Safety education on a credit basis must be offered beginning with the school year 1938-1939. Seniors graduating from high school the second semester of the school year 1938-1939, and thereafter, must have one-half unit of credit in safety. This law supplements the recommendation of the State Board of Education under date of January 3, 1936. Thus we find safety education accepted as a regular school subject in the years 1937-1938 and 1938-1939.

Textbooks. The text books approved by the State Board of Education are: Public Safety, Dreml, Stiver and Rice; Drive and Live, Fitzgerald, Hoffman, and Bayston; Common Sense in Driving Your Car, Douglas; Safety--Your Problem and Mine, Evans and Fry; Adventures in Safety, Brownell, Ireland, Iowne and Holland.

The state has also selected a large bibliography to aid in supplementing and enriching the course of safety. The State Department also recommended the use of newspapers, magazines, posters, slides, and other forms of material to enrich the course.

Aims and Objectives.

1. To develop among high school students in the state a consciousness of the social significance of the accident problem.

2. To familiarize students with the most important principles underlying legislation controlling pedestrians and motorists.

3. To familiarize students with the most important natural laws controlling the movement of an automobile.

4. To familiarize students with the salient mechanical characteristics of a safe automobile.

5. To familiarize students with the most common causes of automobile accidents and with the efforts to prevent them.

6. To give students a desire to become skillful pedestrians and motorists.

The value of training our future drivers while under the supervision of a competent instructor can not be overemphasized. With this fact in mind our state departments are demanding a state course of study in safety education. Without a doubt all states will require safety education soon.

Departments teaching safety. No definite law governs or states what department shall teach safety. The present is to place this subject in the physical education and social studies departments. With the training of our

teachers in this field and more suitable material the subject will find its proper place in our curriculum.

XV. ESSENTIAL FACTORS IN THE OPERATION OF A MOTOR CAR

The three essential factors in the operation of a motor car:

1. The Motor Car
2. Nature's Laws
3. The Human Factor

The Motor Car. A car is an unfinished product of steel, powerless to operate without the guidance of the human hand. The responsibility for the action of the motor car rests upon the driver. In no way can we shift our responsibility to that shiny piece of steel we call the modern car, although cars today have reached a very high degree of profection. The self-starter has eliminated the danger of broken arms; closed bodies have added beauty and safety and made motoring possible the year round. Headlights have added safety to the driver as well as to the on coming car. Four wheel brakes have been one of the greatest contributions to motoring safety. Speed could not be added until we were able to control the car. Improvements in the chassis, as quieter engines, gives many thousands of miles of trouble free service. Turret top bodies, knee-action wheels, safe ventilation and many other

features make motoring a safe pleasure if we are safe and sane drivers. Manufacturers, then, have contributed to our pleasure by producing a motor car that is dependable, safe and beautiful. We, then, must accept our responsibility in safe driving.

Nature's Laws. The laws of nature can not be changed; we often try to change them on curves and in stopping but we must depend upon another law of nature, friction, to come to our aid. An understanding of nature's laws and forces is very necessary for the safe operation of a motor car. Some of the more important laws of nature are: friction, gravity, velocity, acceleration, and centrifugal force. These laws of physica are very important to the car manufacturers and the driver. The manufacturer, realizing that the high speed that is possible today must be kept within the bounds of physical laws, and also realizing that the average driver is not familiar with these physical laws, have made the motor car as safe as possible by lowering the center of gravity and by installing powerful brakes. The average driver thinks little about these physical laws, and that phase of educating the driving public should have a very prominent place in our traffic educational system.

The Human Factor. The third essential factor in the operation of the motor car is the present and future drivers. This third factor is our major interest. How

are we to educate those that drive and also the pedestrians? Before we go into detail, let us examine this human factor. The very nature of man makes the problem of traffic education interesting and complex. The average driver is desirous of speed; he is impatient when forced to wait for a traffic light or to drive in slow traffic. He is always ready to accept a small gamble--can he beat the stop light? He is prone not to accept responsibility and quite willing to blame the other fellow. He is proud and boastful of his driving ability and attempts to prove his powers at the expense of others. We have as many personalities as we have drivers. The ability and reaction of each driver will vary. These characteristics and many more show that the teaching of traffic education can not be a simple process. A study of this human machine at various age levels is also very important, as we find different reactions to the laws of nature and to man made laws at different ages. The same qualities we find in the driver are also common in the pedestrian. The pedestrian does not like to wait for the stop light; if he wishes to cross in the middle of a block he does so. Many pedestrians seem to think the car will wait until they are safely across the street. Since the same characteristics are found in the driver and the pedestrians, we must device safety rules that will appeal to both.

Importance of these factors. The importance of these three factors--namely, a. The motor car b. Nature's Laws c. the driver--must be given proper consideration in outlining a course of study.

The present treatment of these factors. A lengthy discussion on each point can not be given in this work. Our major interest is the human factor. Some discussion of the other two factors, the car, and nature's laws will be found. A brief review of our major objectives is fitting before we go into the discussion of these factors.

a. How many states require traffic education

b. What departments teach safety education

c. What methods are used in teaching safety education

d. What safety devices are used in teaching safety education

e. How many states have laws pertaining to school bus drivers

f. What do reports from various schools throughout the United States indicate.

Importance of traffic education. The major plan for making our highways safe and improve the general traffic situation is through education, starting in the primary grades and continuing throughout high school. A constant followup on our educational teaching is necessary after the student becomes an adult. The table on 24 shows that twenty-three states have a definite law requiring the

teaching of traffic education. Many more states are ready to pass this constructive legislation.

The major reasons for this slow development are:

a. The schools are already over burdened.

b. The traffic hazards until the last few years have not been given serious consideration.

c. The funds for this type of education have not been available.

d. The teaching of traffic education, being a new subject, has been slow in reaching a definite place in our educational system.

The solution of these factors and many more are gradually being achieved. A definite course for traffic education or the placing of traffic education with a fitting subject is receiving proper consideration from our state boards of education. Our state teacher institutions are preparing teachers for this problem. The reports indicate that all states will soon have a definite policy in the teaching of traffic education.

XVI. FINDING A PLACE FOR TRAFFIC EDUCATION IN OUR PUBLIC SCHOOLS

The placing of traffic education in our public schools created a new problem for our already overcrowded curriculum. In what department should the subject be placed?

This question to date has not received a very definite answer. Few of the states agree upon this question and even within a state we do not find agreement. The teacher that has a free period is given the subject to teach. There are several reasons for this situation.

1. We do not at present have qualified teachers for this new subject.

2. Some school officials do not look upon traffic education as an important subject.

3. Time is required for all subjects to find their proper place in our educational system.

The first obstacle will be removed within three or four years with our teacher colleges preparing the future teachers in this work.

The response of school officials taking an active part in the teaching and administration of traffic education has been very gratifying.

Their earnest approval and cooperation has been one of the major reasons for such fine success so far. The cooperation of town and state officials, particularly the state road departments, are to be commended. Experiments, which are always necessary in finding the proper methods for teaching a subject, could not have been tried without cooperation of school and state officials. A fine example of this cooperation is found on page 24.

Time required for advancement. Time is required for the scientific advancement in our education system as well as in the development of our mechanical devices. Experiments in the teaching of traffic education will come to a satisfactory conclusion only after many trials. The placing of traffic education in the physical education department seems logical. The breaking of the subject into various headings, with each phase being taught by a teacher who had specialized in that particular branch, seems a satisfactory procedure. For example, the physics teacher could show the laws of speed, gravity, etc. to a greater advantage than the teacher of mathematics. This plan although complicated would assure a competent teacher for all phases of the subject. The major trend seems to place traffic education in the physical education and social studies department. This seems logical as physical education is directly related to the muscular coordination in driving and the question of traffic is surely a social problem. A complete table showing the various departments teaching traffic education is found on page 17.

XV. METHODS USED IN TEACHING TRAFFIC EDUCATION

The methods of teaching traffic educationare many and varied, ranging from a definite class to an assembly speaker once a year. Traffic education is a subject that

may be approached in a variety of ways. The increasing popularity of visual education fits into this type of teaching. Many good films may be secured from various automobile manufacturers. The effect of speed and other phases of traffic teaching may be shown to a good advantage by means of visual education. Competent outside speakers for class room and assembly programs may be secured. Plays for assembly sponsored by the class have a very valuable place. Home room topics on traffic are useful. The various reports do not indicate that we are taking advantage of the material that is continually before us in the form of newspapers, magazines, and our own situation in each community.

Ideal type of teaching. In learning to drive an automobile theory is a poor teacher; however, it does have its place. A study of traffic laws, are important but the fundamental objective is to make safe drivers so that boys and girls may be better equipped to take their places when they finish school. This can only be accomplished by teaching the boy and girl how to drive a car under actual driving conditions with the student driving. This problem of actual driving practice will require much planning and cooperation from the school officials, state department and local authorities. The report on page 24 gives a very definite answer to this problem of teaching traffic

education. The proper method of teaching is a combination of class room discussion founded upon the laws of nature, the various phases of the motor car, a study of the human factor and after this preparation the student should be taught how to drive under actual driving conditions.

CHAPTER III

SUMMARY AND CONCLUSION

This study has attempted to show the present trend of traffic education throughout the United States. The various letters, answers to the questionnaires, and material secured from practically all states show that this problem of traffic education is one of the foremost problems that we face today. The fact that twenty-four states have established a plan for the teaching of traffic education, and practically all states are forming a definite program prove that the need for traffic education is one of the major problems commanding and receiving definite attention today.

The major points of the study are:

a. States requiring the teaching of safety education.

b. Departments teaching safety education.

c. Methods used in teaching safety education.

d. Safety devices for the safety of school children.

e. Requirements for school bus driver.

f. Study of various state courses of safety.

g. General traffic conditions.

As we would expect, each state is attacking the problem in its own way. Conditions vary in each state requiring a different plan of attack. However the objectives, page 7, are very uniform throughout the United States.

The ultimate objective--to lessen the loss of life--by teaching our future drivers and citizens the importance of careful driving and respect for our traffic laws. The solution, as indicated from our survey, falls into three divisions.

1. Give the student driving lessons under actual road conditions.

2. Protect the child from traffic hazards by means of school patrols, traffic officers, etc.

3. Teach the student proper respect for traffic laws and his own responsibility as a driver or a pedestrian.

Various means of teaching these and other objectives are being used. Regular safety courses with academic credit, school patrols, Boy and Girl Scout troops, newspapers, magazines, speakers, moving picture aids, and many other devices are being used in teaching traffic education.

The departments teaching traffic education, and the amount of time spent in teaching the subject vary. However, there seems to be a trend to place the subject in the physical education and social studies departments. The time allowed for the subject seems to be the most varying factor; ranging from a few programs a year to a regular required class. Thiss situation will be changed as the states establish a definite course of study. One of the main factors in the safety of school children--the

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question of transportation--has not received very careful consideration from the state department of education; with the exception of steel bodies for busses now required by most states, and the requirement of a bond for the driver very little has been accomplished for the safety of the pupil. The state of Louisiana, seems to have the strictest set of laws governing the school bus and driver. A set of these regulations are found at the end of this chapter.

A study of the state courses in traffic education indicates that the objectives are as a rule very uniform. The state that seems to lead in safety education is South Dakota. Close cooperation between the department of education, the state road department, and the "Young Citizen's League" show that all are attacking the problem of safety education, resulting in a varied program that continually presents the problem of safety to the youth of their state. The magazine "The Young Citizen" written for children and by children published at Pierre, South Dakota is one of the outstanding pieces of work received. This magazine can be secured by writing to the above address.

The question of general traffic conditions--namely, heavy truck traffic, stop lights and signs, speed, location of street and house numbers, and other general traffic conditions could be given but very little consideration. The question of heavy truck traffic varies with the population. There seems to be a growing tendency to favor the restriction

of truck traffic over week ends and holidays, only allowing perishable foods and live stock to be moved.

The question of uniform stop and go lights, uniform placing of street names and numbers, and house numbers seems to be a practical suggestion, but very little, if any, consideration is being given to this problem.

The question of speed, one of the major factors of our high death toll, was not considered, except that a wide variation in the speed laws of each state was noted.

One of the menaces of driving today is the drunken driver. This question concerns everyone as this menace is growing. The report page 42 does not give a nation-wide summary but does give an indication as to the seriousness of this problem. A very definite stand is being taken in some states by revoking the driver's license; other states fine the individual and then allow him to continue driving, only to result in another and possibly more serious wreck.

In conclusion, we may say that the nation as a whole is awakening to the fact that we must do something definite about our high accident toll. The solution seems to be in the proper training of our school children so that the driver of tomorrow will have a proper respect for our traffic laws, and the physical laws pertaining to the operation of a motor car, and recognize his own responsibility to himself and society.

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APPENDIX

APPENDIX

A. The Motoristss Prayer

THE MOTORIST'S PRAYER[1]

Grant me a steady hand and watchful eye,
That no man shall be hurt when I pass by.

Thou gavest life and I pray no act of mine
May take away or mar that gift of Thine.

Shelter those dear Lord, who bear me company
From the evils of fire and all calamity.

Teach me to use my car for others' need.
Nor miss through love of speed

The beauties of Thy world; that thus I may
With joy and courtesy go on my way.

B. Safety Instruction For Pupils in School Busses: State of Louisiana

C. Report of Motor Vehicle Accidents In New Hampshire

-Year- 1936

State of New Hampshire
Motor Vehicle Department

REPORT OF MOTOR VEHICLE ACCIDENTS IN NEW HAMPSHIRE

FROM January 1, TO January 2, 1937

TYPE OF ACCIDENT	TOTAL ACCIDENTS REPORTED						PERSONS KILLED -1936										PERSONS INJURED - 1936										TOTAL FOR YEAR PERSONS			
	Year ahead	Last Year	Fatal	Last Year	Injured	Last Year	Total Killed	Last Year	Male	Female	Sex Not Stated	AGE GROUPS 0—4	5—14	15—24	25—44	65—Over	Unknown	Total Injured	Last Year	Male	Female	Sex Not Stated	AGE GROUPS 0—4	5—14	15—24	25—44	65—Over	Unknown	INJURED To Date	INJURED Last Year	KILLED To Date	KILLED Last Year
Non-collision	178	156	11	14	167	142	11	15	10	1				2	8	1		290	247	172	118		6	22	114	130	11	7	290	247	11	15
Collision with pedestrian	596	650	41	44	556	606	44	44	33	11		2	6	5	23	8		578	624	366	206		70	217	47	159	46	35	578	624	44	44
Collision with automobile	910	896	11	19	899	877	11	23	9	2				1	9	1		1596	1578	797	799		29	90	378	908	87	106	1596	1578	11	23
Collision with horse-drawn vehicle	16	29		1	16	28		1										17	42	17					1	5	7	4	17	42		1
Collision with railroad train	8	11	1	6	7	5	1	8	1						1			9	13	8	1				2	7			9	13	1	8
Collision with street car	3	7			3	7												5	10	2	3				1	2	2		5	10		
Collision with fixed object	272	209	23	23	249	186	28	25	18	10		1		8	11	8		442	328	270	172		3	19	186	221	10	3	442	328	28	25
Collision with bicycle, scooter, tricycle	87	73	3	3	84	70	3	3	2	1			2	1				90	72	79	11		1	50	28	6	1	4	90	72	3	3
Collision with motorcycle	36	31	3	1	33	30	4	1	4					3	1			41	43	38	3				29	12			41	43	4	1
Collision with sled, cart, wagon	63	61	1	4	62	57	1	4	1									77	70	55	22		9	52	16				77	70	1	4
Miscellaneous, horse	5	3		1	5	2		1					1					5	3	3	2			2	3				5	3		1
Not stated																																
TOTAL	2174	2126	94	116	2080	2010	103	125	78	25		3	9	20	53	18		5144	3030	1807	1337		118	452	805	1446	164	159	3144	3030	103	125

Type of Vehicles Involved	Total	Fatal	Non-Fatal
Passenger	2637	85	2554
Truck	356	17	339
Commercial	86	2	84
Motorcycle	57	6	51
Bus	19		19
Taxi	3		3
Not stated	1	1	0
Unregistered			
All others	140	5	135
Out of state			
Unknown			
	3299	116	3185

Hour of Occurrence	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
12 to 1 A.M.	71	3	68
1 to 2 A.M.	42	4	38
2 to 3 A.M.	14	1	13
3 to 4 A.M.	9		9
4 to 5 A.M.	8	1	7
5 to 6 A.M.	15	1	14
6 to 7 A.M.	28	2	26
7 to 8 A.M.	49	3	46
8 to 9 A.M.	55	2	53
9 to 10 A.M.	89	2	87
10 to 11 A.M.	79	1	78
11 to 12 Noon	130	6	124
12 to 1 P.M.	112	1	111
1 to 2 P.M.	120	2	118
2 to 3 P.M.	104	2	102
3 to 4 P.M.	157	4	153
4 to 5 P.M.	186	10	176
5 to 6 P.M.	187	9	178
6 to 7 P.M.	168	5	163
7 to 8 P.M.	154	9	145
8 to 9 P.M.	114	5	109
9 to 10 P.M.	107	9	98
10 to 11 P.M.	91	4	87
11 to 12 Mid.	57	3	54
Not stated	28	5	23
TOTAL	2174	94	2080

Day of Occurrence	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Sunday	359	21	338
Monday	251	8	243
Tuesday	266	9	257
Wednesday	276	10	266
Thursday	287	13	274
Friday	328	16	312
Saturday	406	17	389
Not stated	1		1
TOTAL	2174	94	2080

THE OPERATOR	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Male	1934	84	1850
Female	237	7	230
Unknown	9	3	6
AGE			
Under sixteen			
16 years	22	1	21
17 years	37	2	35
18-24 years	501	23	478
25-34 years	560	35	525
35-54 years	742	23	719
65- over	65	7	58
Not Stated	253	3	250
DRIVING EXPERIENCE			
Unlicensed	25	1	24
Learning to drive	11	2	9
Less than three months	37	1	36
3-6 months	40		40
6-11 months	38	1	37
1-3 years	397	17	380
5 years or more	1316	59	1257
Not stated	316	13	303
RESIDENCE			
Rural	522	26	496
Urban	1181	47	1134
Out of state	466	18	448
Unknown	11	3	8
TOTAL	2180	93	2087
ROAD CONDITIONS			
Dry	1383	67	1316
Wet	367	15	352
Muddy			
Snow	52	2	50
Icy	362	10	352
Oily or greasy	3		3
Under construction	7		7
Not stated			
TOTAL	2174	94	2080

DIRECTION OF TRAVEL	Total	Fatal	Non-Fatal
Going straight	1378	62	1316
Turning right	230	17	213
Turning left	490	15	475
Backing	43		43
Car standing still	31		31
Not stated	2		2
TOTAL	2174	94	2080
PRIMARY CAUSES OPERATOR AT FAULT	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Did not observe conditions at R. R. crossing	5		5
Inattention	175	10	165
Turned left into traffic	69		69
Turned left without observing conditions	6		6
On wrong side of road	128	3	125
Speed too fast for conditions	312	3	309
Speed too fast at intersections	72		72
Poor judgment	171	4	167
Cut out of line	31		31
Did not have right of way	69		69
Delayed braking	8		8
Driving recklessly	160	26	134
Drove off the roadway	100	5	95
Misjudged clearance	13		13
Failed to signal	12		12
Parked improperly	6		6
Disregarded traffic sign or signal	40	1	39
Hit and run	13	3	10
Passing on curve or hill	8		8
Passing at intersection	7		7
Backing improperly	18		18
Miscellaneous	3		3
Not stated			
PASSENGER CONTRIBUTED			
Passenger not riding in proper place	16	1	15
Passenger fell out of vehicle	17	1	16
Miscellaneous	4		4

PRIMARY CAUSES CONT. CONDITION OF VEHICLE CONTRIBUTED	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Defective equipment	12		12
Defective brakes	11	1	10
Defective steering mechanism	8		8
Tire blew out	21	1	20
Without chains	1		1
Without lights	6		6
Miscellaneous	2		2
MISCELLANEOUS			
Animal running on roadway	5		5
Horse drawn vehicle without lights	4		4
Misc.	4		4
ADULT CONTRIBUTED	Total	Fatal	Non-Fatal
Man riding bicycle	7		7
Not watching traffic	77	5	72
Confused by traffic	12		12
Intoxicated	39	6	33
Crossing at intersection	6		6
Crossing between intersections	10		10
At work on roadway			
Walking right side roadway	11	1	10
Walking left side roadway	1		1
Just stepped off sidewalk	9		9
Fainted			
Miscellaneous	5		5
CHILD CONTRIBUTED	Total	Fatal	Non-Fatal
Running onto street	161	4	157
Running out from parked vehicle	62	2	60
Riding bicycle, tricycle, cart, sled, etc.	124	2	122
Catching ride	2		2
Not watching traffic	28	1	27
Playing on street	17		17
Miscellaneous			

PRIMARY CAUSES CONT. OPER'S. COND. CONTRIBUTED	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Hearing			
Sight	1		1
Limb			
Fainted	2		2
Asleep	23	4	19
Had been drinking	8	4	4
Intoxicated	31	5	26
Miscellaneous	1	1	0
TOTAL	2174	94	2080
LOCATION OF ACCIDENT	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Rural	1094	67	1027
Urban	1080	27	1053
TOTAL	2174	94	2080
Straightaway—(Rural)	561	42	519
City or Town Street—(Between intersections)	554	18	536
At intersection-rural	127	2	125
At intersection-urban	478	8	470
Grade	97	5	92
Curve	288	16	272
Hill-top	28	2	26
Bridge	27		27
R. R. Crossing	14	1	13
TOTAL	2174	94	2080
LIGHT CONDITIONS	NO. OF ACCIDENTS Total	Fatal	Non-Fatal
Daylight	1218	32	1186
Dusk	130	4	126
Darkness	826	58	768
TOTAL	2174	94	2080
WEATHER CONDITIONS			
Clear	1508	69	1439
Cloudy	261	12	249
Fog or mist	50	3	47
Rain	259	7	252
Snow or sleet	91	3	88
Smoke or dust	5		5
TOTAL	2174	94	2080

STATE DEPARTMENT OF EDUCATION
OF LOUISIANA
DIVISION OF SAFETY
Baton Rouge, Louisiana

SAFETY INSTRUCTIONS FOR PUPILS IN SCHOOL BUSSES

(These rules are to be posted in a prominent place in the bus)

1. THE DRIVER IS IN FULL CHARGE OF THE BUS AND PUPILS. PUPILS MUST OBEY THE DRIVER PROMPTLY AND CHEERFULLY.
2. Pupils must obey and respect the orders of patrol on duty.
3. The driver will assign a seat for which the student will be held responsible. Students in less desirable seats may move to other more comfortable seats assigned by the driver after the passenger load is lightened. In case seats are not available for all, younger pupils will be held in laps of older pupils.
4. Pupils must be on time. The bus cannot wait for those who are tardy.
5. Never stand in the roadway while waiting for the bus.
6. Unnecessary conversation with the driver is prohibited.
7. Outside of ordinary conversation, classroom conduct is to be observed. Foul or indecent language must not be used on the bus.
8. The use of tobacco in the bus is not permitted.
9. Pupils must not throw waste paper or other rubbish on the floor of the bus, nor throw objects from windows.
10. Pupils must not at any time extend their arms or head out of bus windows.
11. Pupils must not try to get on or off bus or move about within the bus while it is in motion.
12. When leaving bus, pupils must observe directions of patrol and/or driver.

PENALTY: FOR VIOLATING ANY OF THESE RULES A PUPIL WILL BE REPORTED TO THE SCHOOL PRINCIPAL, WHO CAN DEBAR HIM TEMPORARILY OR PERMANENTLY FROM RIDING IN THE BUS.

5M—8-37—7933k

STATE DEPARTMENT OF EDUCATION OF LOUISIANA

DIVISION OF SAFETY

Inventory and School Bus Inspection Report

Session 193__To_____

Parish_____ Name of School_____ Date_____

Owner of Bus_____ Address_____

Driver_____ Address_____ Age_____

List apparent physical defects of driver, if any_____

State period of contract with School Board. Owner_____years. Driver___years.

Average number children transported_____ Bus seating capacity_____

Number of miles traveled each trip_____ List the State Highways traveled____

_____ Bus Route Number_____

Body-Type. Wood_____ Steel_____

Body-Make_____ Chassis-Make_____ License #_____

Body-Model_____ Chassis-Model_____ Motor #_____

Speedometer Reading_____ Type of Windshield Wiper_____

Color of Bus Body_____ Color of paint - Stop Sign - Rear_____

Number of spare tires_____ Number of Flares carried_____ Flags_____

Number of Fire Extinguishers carried_____ Make_____

Where is gasoline tank located?_____

Number of doors_____ Location_____

Does Bus have Mechanical Arm Signal Device?_____

List tools carried_____

First-Aid Kit. Make_____ List contents_____

Does Bus have Bus Patrol_____ Number_____

How often is bus inspected?_____ Is Inspection Certificate furnished

Superintendent Monthly?_____ Is Bus used for any other purpose?_____

_____ If so, state purpose_____

INSTRUCTIONS

The attached sheet gives the instructions governing the inspection of equipment. If each item meets the requirements of Act 21 of 1932 and does not have any of the defects listed in the attached sheet of instructions, mark X in "Yes" Column. Contrary to this, mark X in "No" Column.

	YES	NO		YES	NO
Speedometer			Flares		
Foot Brakes			Reflectors		
Emergency Brakes			Rear View Mirror		
Steering Mechanism			Windshield Wiper		
Tires			Clutch		
Headlights			Horn		
Rear Lights			Springs		
Clearance Lights			Muffler		
Auxiliary Lights			Exhaust Pipe		
Stop Lights			Gasoline Tank		
Mechanical Arm Signal Device			Driver's View		
Steps			Doors		
Seats			Glass		
Floor			Hand Rails		
Interior			Interior Lighting		
Top			Ventilation		
Skid Chains			Signs		
First-Aid Kit			Fire Extinguishers		
Flags			Tools		

REMARKS

Does Bus Owner contemplate purchase of new bus in near future?_____

DO YOU CONSIDER THIS BUS SAFE FOR THE TRANSPORTATION OF SCHOOL CHILDREN?_____

LIBRARY

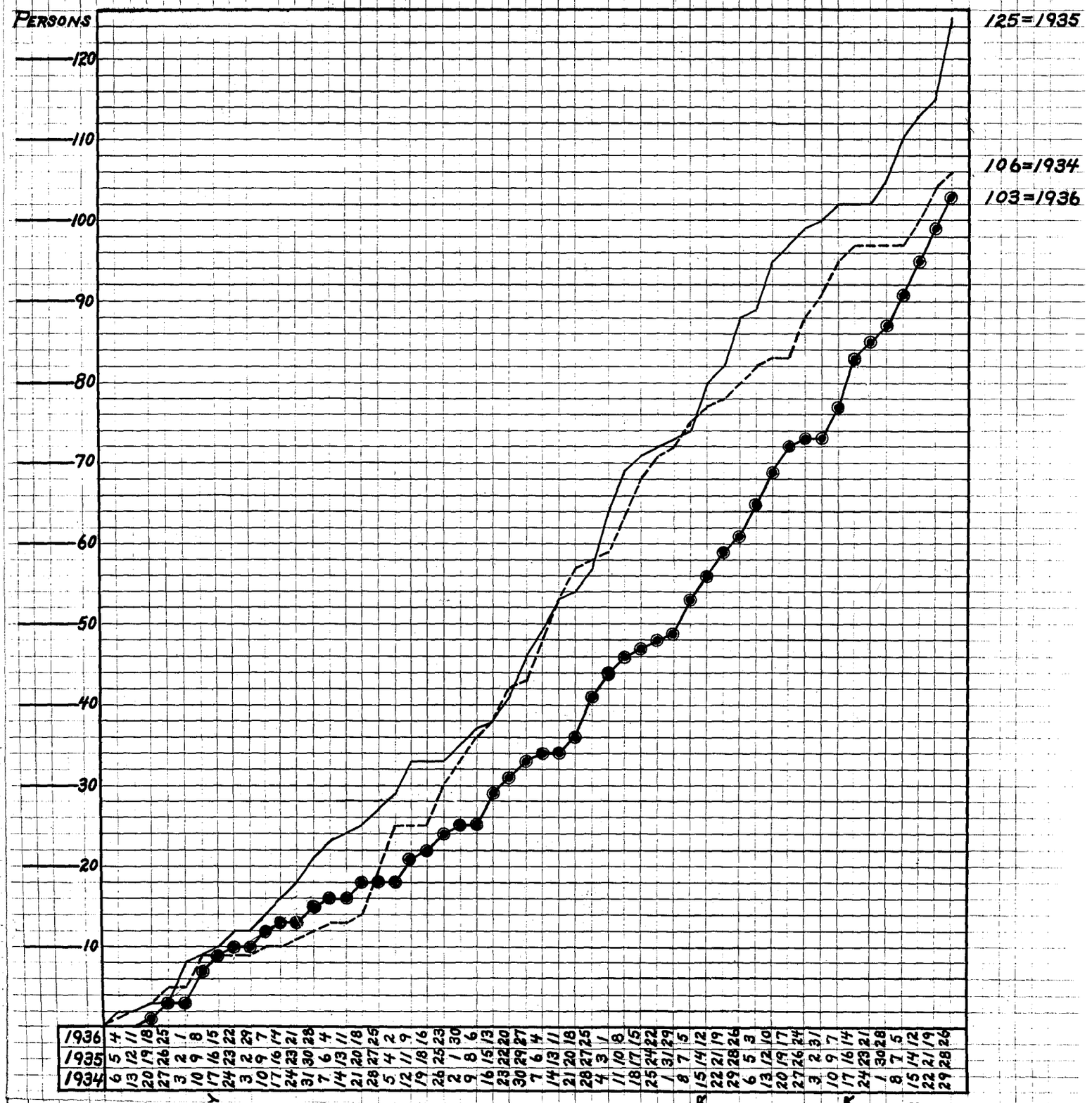
_____

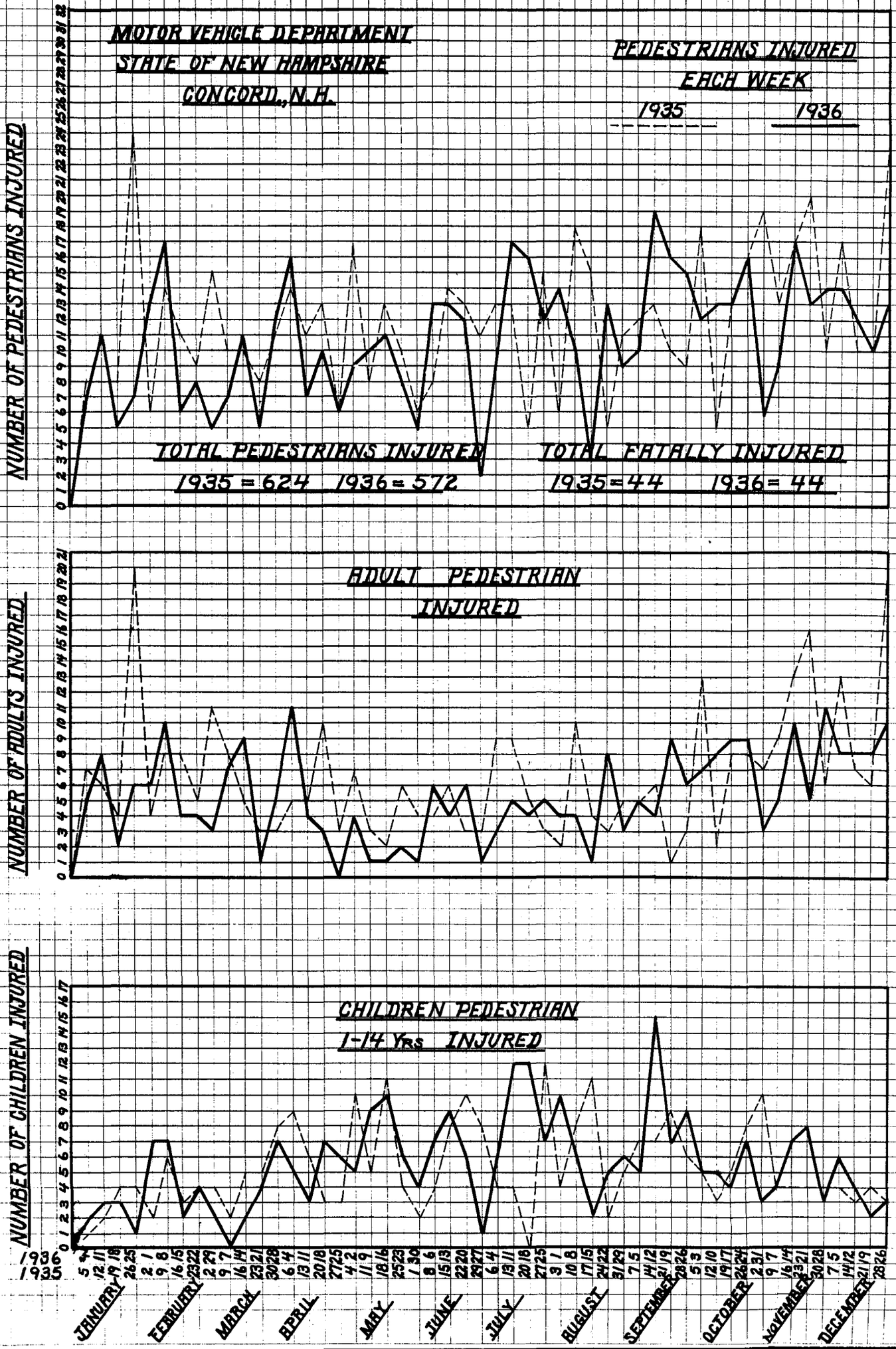
INSPECTOR

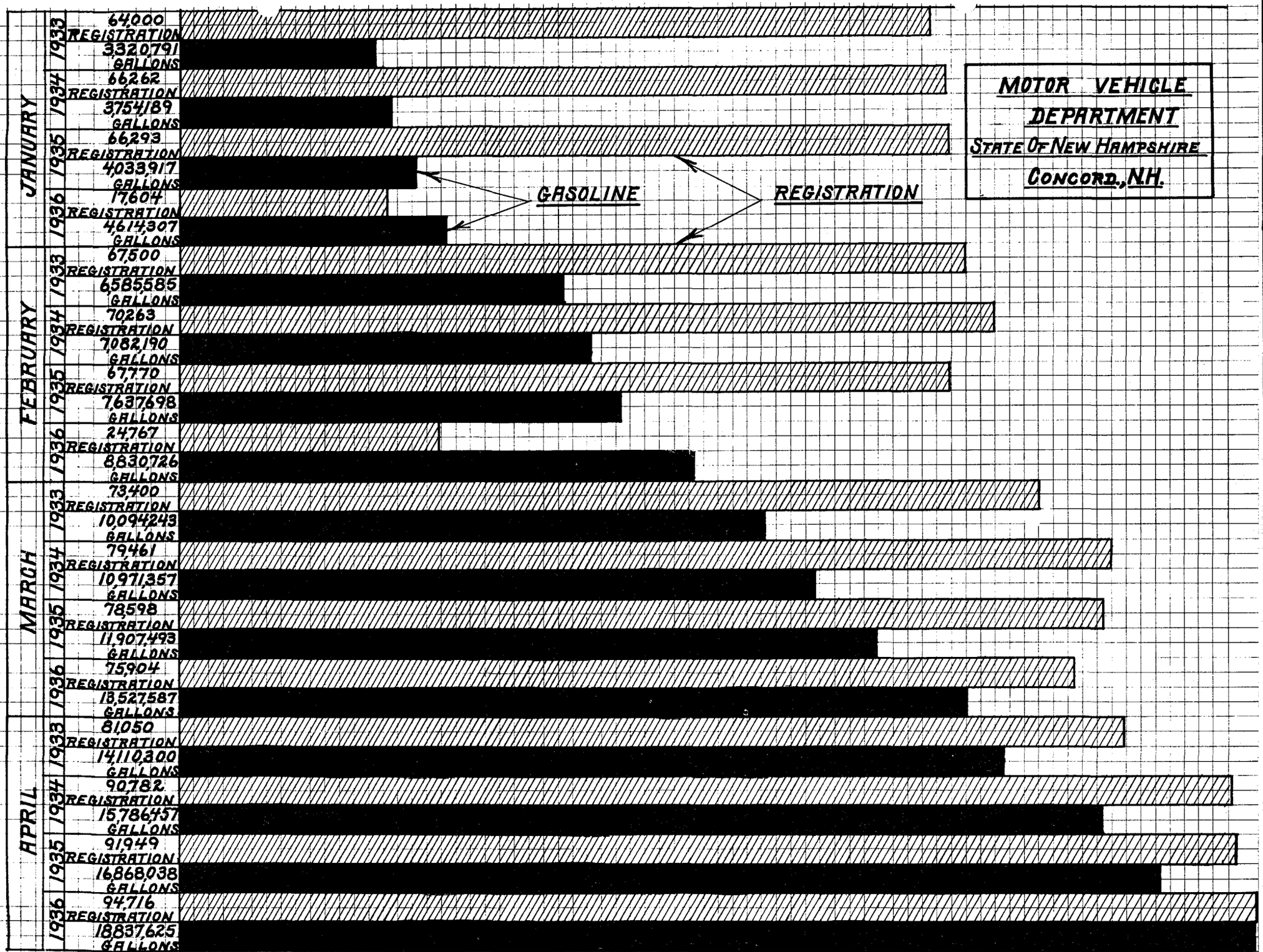
FATALITIES FROM MOTOR VEHICLE ACCIDENTS 1934 1935 1936

1934 ---- 1935 ——— 1936 ●—●—●

MOTOR VEHICLE DEPARTMENT
STATE OF NEW HAMPSHIRE
CONCORD, N.H.

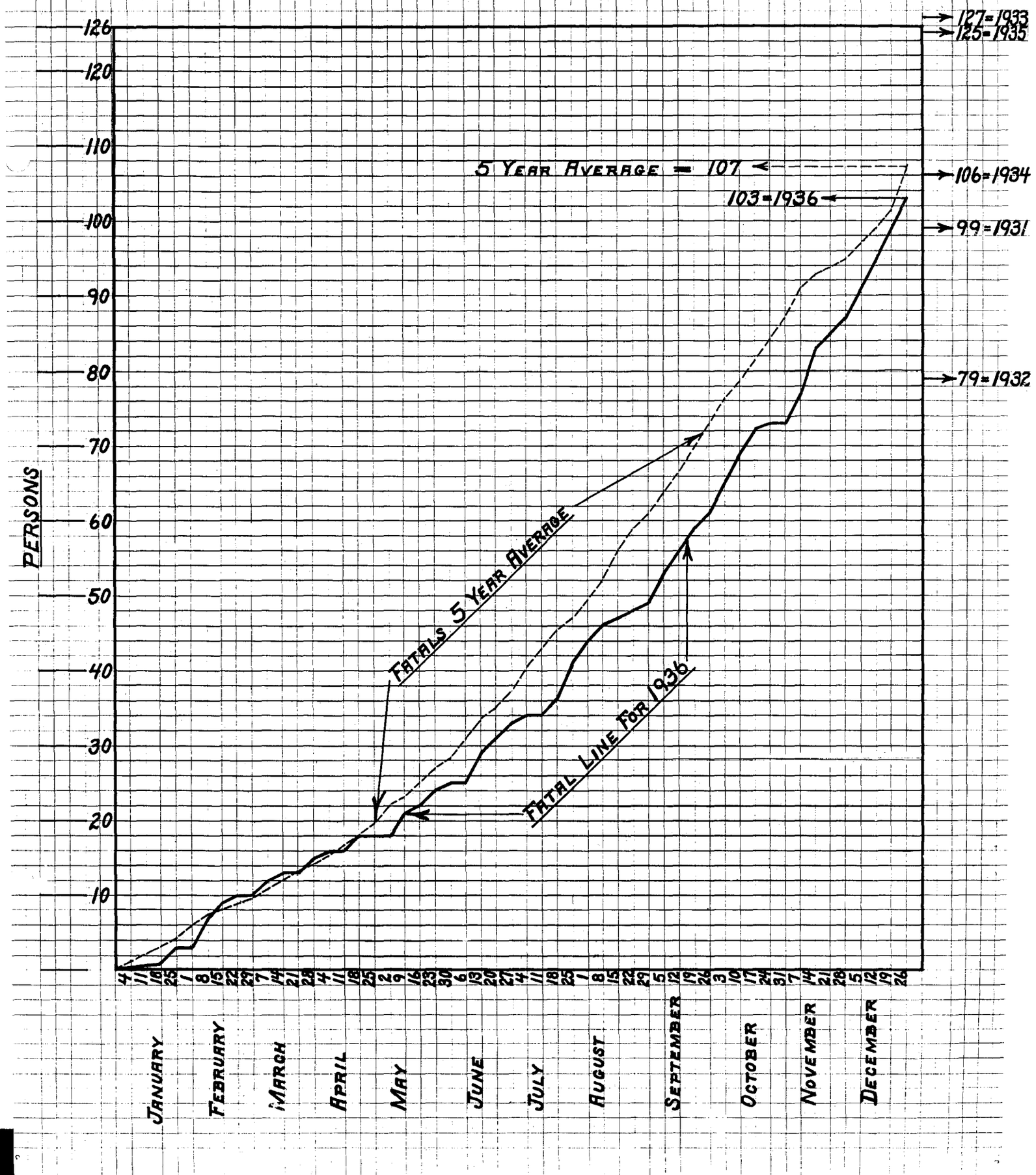



MOTOR VEHICLE DEPARTMENT
STATE OF NEW HAMPSHIRE
CONCORD., N.H.
PEDESTRIANS INJURED
EACH WEEK
1935
1936
NUMBER OF PEDESTRIANS INJURED
TOTAL PEDESTRIANS INJURED
1935 = 624 1936 = 572
TOTAL FATALLY INJURED
1935 = 44 1936 = 44
ADULT PEDESTRIAN
INJURED
NUMBER OF ADULTS INJURED
CHILDREN PEDESTRIAN
1-14 YRS INJURED
NUMBER OF CHILDREN INJURED
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER


JANUARY
1933
64,000
REGISTRATION
3,320,791
GALLONS
1934
66,262
REGISTRATION
3,754,189
GALLONS
1935
66,293
REGISTRATION
4,033,917
GALLONS
1936
17,604
REGISTRATION
4,614,307
GALLONS
FEBRUARY
1933
67,500
REGISTRATION
6,585,585
GALLONS
1934
70,263
REGISTRATION
7,082,190
GALLONS
1935
67,770
REGISTRATION
7,637,698
GALLONS
1936
24,767
REGISTRATION
8,830,726
GALLONS
MARCH
1933
73,400
REGISTRATION
10,094,243
GALLONS
1934
79,461
REGISTRATION
10,971,357
GALLONS
1935
78,598
REGISTRATION
11,907,493
GALLONS
1936
75,904
REGISTRATION
13,527,587
GALLONS
APRIL
1933
81,050
REGISTRATION
14,110,300
GALLONS
1934
90,782
REGISTRATION
15,786,457
GALLONS
1935
91,949
REGISTRATION
16,868,038
GALLONS
1936
94,716
REGISTRATION
18,837,625
GALLONS
GASOLINE
REGISTRATION
MOTOR VEHICLE
DEPARTMENT
STATE OF NEW HAMPSHIRE
CONCORD, N.H.

FATALITIES
FIVE YEAR AVERAGE AS COMPARED TO 1936

MOTOR VEHICLE DEPARTMENT
STATE OF NEW HAMPSHIRE
CONCORD, N.H.



MOTOR VEHICLE DEPARTMENT - 1935-36
STATE OF NEW HAMPSHIRE
CONCORD, N.H.

SCHOOL TRANSPORTATION
REPORT OF 1935-6

	Bus	Truck	Station Wagon	Closed Car	Open Car	Horse Drawn	Male Operator	Female Operator	Examined	Not Examined	More than 5	Less than 5	Insured	Not Insured	Re Investigated
Acworth	1		1	2			2	2	4	1	59	2	4		
Albany										3		11			
Alexandria										5		19			
Allenstown		1					1		1		11		1		
Alstead	1	2	3				6		6	1	83	1	6		
Alton	5						5		5	1	82	2	5		
Amherst	2			3			5		5		95		5		1
Andover				3			3		3		16		2	1	
Antrim					1		1		1	1	6	3	1		
Ashland			1	2			1	2	3		31		3		
Atkinson		1		2				3	3		13	4	3		
Auburn		1	1	3			5		5		39		5	1	
Barnstead				2	1		3		3	4	18	8	3	1	
Barrington		3		3			3	3	6		34	4	3	3	
Bartlett	4						4		4	1	58	4	4		
Bath										2		4			
Bath Special															
Bedford			3	4			3	4	7		60		7		
Belmont		1	4	3			7	1	8		65		4	4	
Bennington				2			2		2		7	3		2	
Benton				1			1		1		9			1	
Berlin	3			3			6		6		138		6		
Bethlehem	4	2		1			7		7	1	105	4	7		
Boscawen										3		8			
Bow			1	2			3		3		20		3		
Bradford				3			3		3	2	19	4		3	
Brentwood				1			1		1		7			1	
Bridgewater				2			1	1	2		14		2		1
Bristol			2	2			3	1	4		24			4	
Brookfield										2		7			
Brookline	1			1			1	1	2	2	20	3	2		
Campton										1		4			
Canaan				7			6	1	7	2	50	6	6	1	
Candia	3			4			7		7		114		7		
Canterbury				1				1	1	1	13	4	1		1
Carroll	2						2		2		61		2		
Centre Harbor			1				1		1		9		1		
Charlestown	4			2			5	1	6	2	102	6	4	2	2
Chatham			1				1		1	1	9	3		1	
Chester				4	1		5		5		16	8	3	2	
Chesterfield				3	1		2	2	4	3	29	10	3	1	
Chichester	1						1		1	2	11	3	1		
Claremont	7			1			8		8	3	171	8	8		
Clarksville	3							3	3		25		3		
Colebrook			1				1		1	3	11	9		1	
Columbia				1				1	1	3	7	9	1		
Concord	12	3	3				18		18	1	469	1	18		4
Penacook	1						1		1		19		1		
Conway	2			8			9	1	10	2	94	5	10		
Cornish	2	2		2			5	1	6		71		6	1	
Croydon										1		4			
Dalton				1			1		1	1	16	1	1		
Danbury				1				1	1	2	4	6		1	
Danville										1		2			
Deerfield	1			2			2	1	3	4	46	13	3		1
Deering		1					1		1	7	3	9	12		1
Derry	3			1			4		4	2	37	5	4		
Derry No 2										3		5			
Dorchester															
Dover	5			2			5	2	7		143		7		
Dublin	1			1			2		2		45		2		
Dumbarton		1		2			2	1	3	2	23	4	3		1
Dummer				1			1		1		6		1		
Durham	1			4			4	1	5	1	50	2	5		1
East Kingston	1						1		1		23			1	
Easton				1				1	1		8			1	1
Eaton				2			1	1	2	3	13	8		2	
Effingham				4			3	1	4	2	30	3		4	1
Ellsworth										1		1			
Enfield	3						3		3		55		3		
Epping	4				1		5		5	1	70	1	5		1
Epsom		2					2		2	1	58	2	2		
Errol	3			1			4		4	1	58	4	4		
Exeter	2			4			4	2	6	2	92	2	6		3
Farmington	1	2					3		3	1	48	4		3	
Fitzwilliam				2			2		2	2	17	3	2		
Francestown			1	2			1	2	3		20		2	1	1
Franconia	1		1	1			3		3		32		3		
Franklin	4			2			6		6		151		5	1	1
Freedom				3			1	2	3	1	21	2		3	
Fremont						2									
Gilford							2		2		2	2	1	9	5
Gilmanton							1		1		1	4	6	7	1
Gilsum						1		1	2		2		17		2
Goffstown							2	2	2		2	2	4	7	2
Goffstown Sp															
Gorham							2		2		2	1	18	6	2
Goshen							1		1		1		8		1
Grafton						1	2	1	4		4	1	34	1	4
Grantham															
Greenfield							2				2	2	1	1	7
Greenland	2						2		2		2		37		2
Greenville							1		1		1	1	7	1	1
Groton						1					1	1	8	2	1
Groveton	3			6			9		9		113		3	6	
Hampton	8			1			9		9		162		9		
Hampton Falls	3						3		3		58		3		
Hancock	1			1			2		2		38		1	1	
Hanover	3			1			3	1	4	4	68	7	4		
Harrisville										1		4			
Hart's Loc.															
Haverhill	3			3			6		6	1	93	3	3	3	
Hampstead	2			3			5		5	1	83	4	5		
Hebron															
Henniker	1	1	1				3		3	2	43	3	3		1
Hill				1			1		1	4	7	9	1		1
Hillsboro				1			1		1	3	7	10		1	
Haverhill Woodsville															
Hinsdale	2						2		2		40		2		
Holderness					1		1		1	1	12	2	1		
Hollis						2		1	2	1	45	2	3		1
Hooksett					3		3		3	1	22	1	3		
Hopkinton		2	2				2	2	4	4	69	11	4		
Hudson	2	4	1				6	1	7		125		7		
Jackson							1		1		11		1		
Jaffrey		4	1	1	1		6	1	7		91	1	6	1	
Jefferson					3		3		3	1	28	3	1	2	
Keene	1			11			2	10	12	4	94	13	12		
Kingston	3						3		3		48		3		
Laconia	5			1			6		6		94		6		
Lancaster										6		14			
Lancaster Sp.															
Landaff															
Langdon										1		3			
Lebanon	4	3		1			7	1	8		169		8		
Lempster				7			7		7		35		7		1
Lincoln	1						1		1		29		1		
Litchfield	2						2		2		32		2		
Littleton	4		1	4	1		7	3	10	2	144	7	9	1	1
Lisbon		2		2			1	3	4	1	31	2	4		
Loudon				1			1		1	2	5	4		1	
Lyman		1			1		2		2	1	22	2	1	1	
Lyme		4	1				5		5	1	49	7	1	4	
Lyndeboro		1		1			2		2		16		2		
Madbury				1			1		1	1	5	2		1	1
Madison				1			1		1	2	5	5		1	
Manchester	6			4			10		10		205		10		
Marlboro			1	1			2		2	1	13	4	2		
Marlow				1				1	1	2	6	4	1		
Mason		2					2		2	1	16	4		2	
Meredith	1	1		2			4		4	1	60	3	4		
Merrimac		1		5			3	3	6		38		6		
Middleton										2		7			
Milan				4			1	3	4	1	27	3	4		
Milford	3			7			7	3	10	2	119	3	9	1	
Milton	1		1	3		1	5		5	4	58	14	4	1	
Monroe	2			4			6		6		87		6		
Mt. Vernon				3			2	1	3		16		3		
Moultonboro					1	1			2	2	2	13	4		2
Nashua	2	1	9	3			14	1	15	1	174	4	15		
Nelson										1		5			
New Boston	1	2	1				4		4	2	39	3	4		
Newbury				2			2		2	2	5	10	9	2	
New Castle		1		2			3		3		12	4	3		1
New Durham		1		2			3		3		18			3	
Newfield	1						1		1		20		1		
New Hampton	1						1		1	1	13	3	1		
Newington	2						2		2		36		2		
New Ipswich	1	1		1			2	1	3	2	44	2	3		
New London	1		1	1			3		3	2	46	7	3		
Newmarket	3			1			2	2	4		70		4		
Newport	5						5		5	5	106	12	5		
Newton	2						2		2		55		2		
No. Hampton	1	2		2			5		5		43		5		
North Cumberland										3		10			
Northwood	2						2		2	4	52	13	2		
Nottingham			3		3		6		6		41		6		
Orange					1			1	1		11		1		
Orford	2				2		4		4	1	53	4	4		
Ossipee				4	2	2	7	1	8	1	55	4		8	
Pelham			2	2			3	1	4		32		3	1	
Pembroke															
Peterboro	6			3			9		9		145		9		
Piermont			1		1		2		2		31		2		
Pittsburg	2			8	1	1	5	6	11	4	90	18	10	1	
Pittsfield			1	3	1		3	2	5	5	50	11	4	1	
Plainfield				3	1		2	2	4		25		4		
Plaistow	1			1			1	1	2		18		2		
Plymouth										1		4			
Portsmouth	7	2		3			12		12		196		12		
Randolph				1				1	1		5		1		
Raymond	4			1			5		5		110		5		
Richmond				1			1		1	3	7	6	1		
Rindge			2	1			3		3	6	23	16	3		
Rochester	1	8	1	1			11		11		251		11		
Rollinsford	1		1				2		2		28		2		
Roxbury										2		4			
Rumney										1		4			
Rye	2						2		2		87		2		
Salem	1			3			3	1	4	1	33	3	4		
Salisbury				1			1		1	1	2	7	1		
Sanbornton										5		10			
Sandown	2						2		2		23		2		
Sandwich				3		1	3	2	5	2	28	8	2	3	
Seabrook				3			3		3	1	23	2	3		
Sharon															
Shelburne			1				1		1		10		1		
Somersworth	4						4		4		74		4		
So. Hampton										1		2			
Springfield			1	2			1	2	3		14	3			
Stark				1				1	1	1	9	3		1	
Stewartson	1			3			4		4	4	69	10	4		
Stoddard				1				1	1	2	2	4	1		
Strafford	1			3			3	1	4	2	32	6	4		
Stratford	1			1			2		2		61		1	1	
Stratham										3		5			
Sullivan				1			1		1	1	4	4		1	
Sunapee	2		2	1			3	2	5		93		5		
Surry				1			1		1	1	7	4	1		
Sutton			1	2			3		3	1	18	1	2	1	
Swanzey	1		2				2	1	3	2	42	7		3	
Tamworth				2			1	1	2	2	11	5	1	1	
Temple			1				1		1	2	11	2	1		
Thornton				1			1		1	1	5	3	1		
Tilton	2		2	5			8	1	9		82		9		1
Troy			1				1		1	2	12	8		1	
Tuftonboro				2			2		2	4	14	16	2		
Unity		3	1				4		4	3	37	8	4		
Wakefield	1	1		1			2	1	3	2	32	5		3	
Walpole	6						5	1	6	1	146	2	6		
Warner	2	1	1	2			5	1	6	2	78	26	6		1
Warren			2	2				4		2	14	8	2	2	
Washington				1			1		1	1	1	7	3		1
Waterville										1		1			
Weare				1				1	1	3	5	6		1	
Webster				2			2		2	2	11	6	2		
Wentworth			1	2			3		3		21		3		
Wentworth Location															
Westmoreland				2			1	1	2	3	12	5	2		
Whitefield	2			1			2	1	3	1	35	1	3		
Wilmot										1		4			
Wilton	3			1			3	1	4		81		4	1	
Winchester	4	1	1	3			7	2	9		137		6	3	
Windham			1		1		1	1	2		26		2		
Windsor				1			1		1	1	7				1
Wolfeboro	1		4	2			4	3	7	4	73	9	6	1	
Woodstock				1				1	1		9		1		

Regular Bus	233	Cases Examined	743
Converted Truck	94	Cases Not Examine.	278
Station Wagon	85	Total Carried More than Five.	9531
Closed Car	318	Total Carried Less than Five	838
Open Car	12	Insured	624
Horse Drawn	3	Not Insured	119
Male Operator	608	Re Investigated	38
Female Operator	135		

FIRST 1936 INSPECTION PERIOD

114227 Total Vehicles Registered Through Aug 31.

113910 Vehicles Inspected Represents 99.7 Of Registrations

78699 Vehicles Adjusted - 69.2 Vehicles Inspected

66091 Lights Adjusted
Represents 58.1 of Vehicles Inspected

41955 Brakes Adjusted
Represents 37.0 of Vehicles Inspected

10263 Steering Adjusted
Represents 9.4 of Vehicles Inspected

3271 Horns Adjusted
Represents 2.7 of Vehicles Inspected

1867 Mirrors Adjusted
Represents 2.0 of Vehicles Inspected

1788 License Adjusted
Represents 1.9 of Vehicles Inspected

Brakes O.K.	71955	Mirror O.K.	112043
Brakes Adjusted	41955	Mirror Adjusted	1867
Lights O.K.	47819	Steering O.K.	103647
Lights Adjusted	66091	Steering Adjusted	10263
Horn O.K.	110639	License O.K.	112122
Horn Adjusted	3271	License Adjusted	1788

May 1st to Aug 31st 1936
FIRST 1936 INSPECTION PERIOD

THE 1936 INSPECTION DATA
MOTOR VEHICLE DEPARTMENT
STATE OF NEW HAMPSHIRE
CONCORD. N.H.

SECOND 1936 INSPECTION PERIOD

120649 Total Vehicles Registered Through Dec. 31st.

106775 Vehicles Inspected Represents 88.5 Of Registrations

64327 Vehicle Adjusted 60.2 Vehicles Inspected

51472 Lights Adjusted
Represents 48.2 of Vehicles Inspected

32258 Brakes Adjusted
Represents 30.2 of Vehicles Inspected

8290 Steering Adjusted
Represents 7.7 of Vehicles Inspected

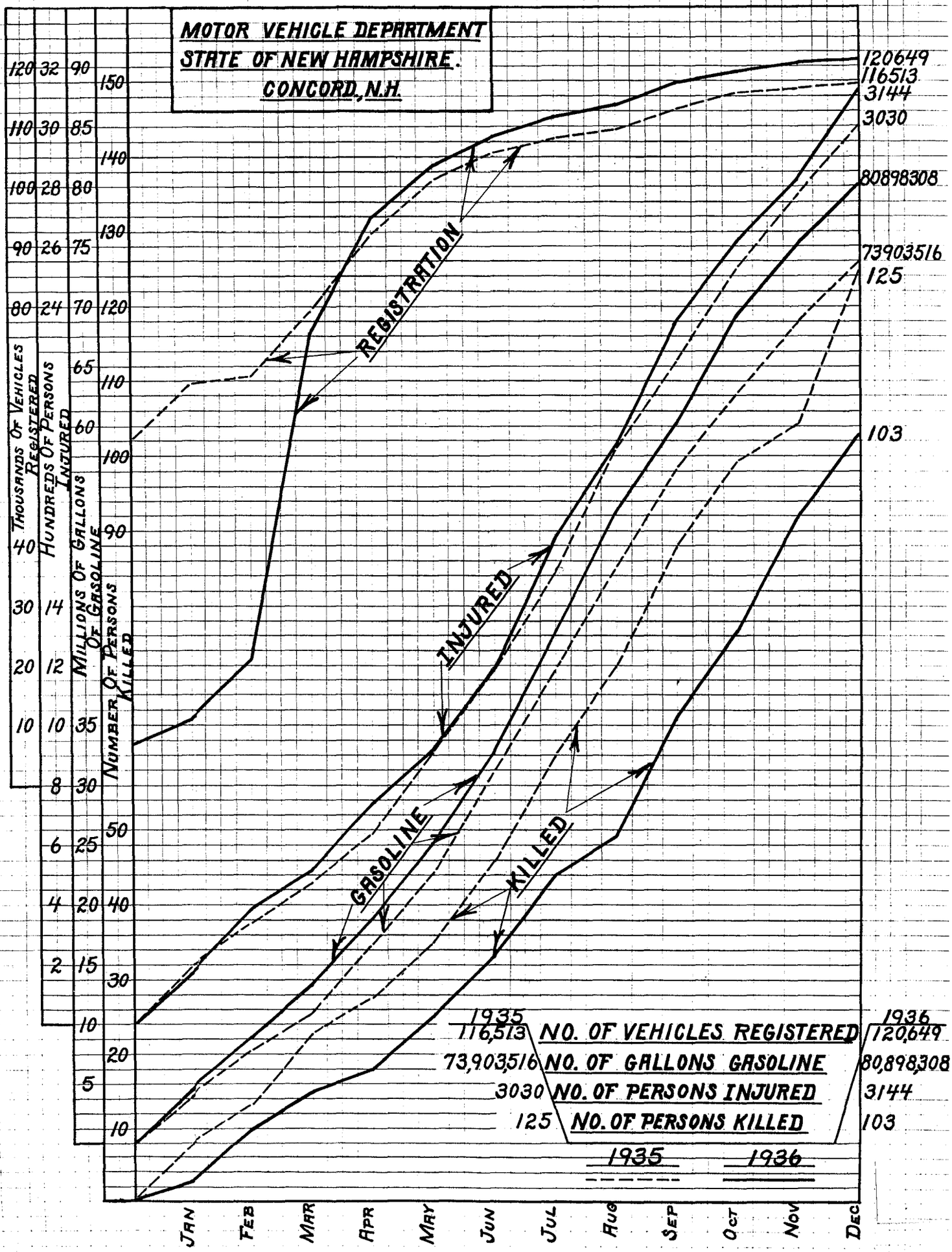
2850 Horns Adjusted
Represents 2.6 of Vehicles Inspected

1301 Mirrors Adjusted
Represents 1.2 of Vehicles Inspected

1155 License Adjusted
Represents 1.08 of Vehicles Inspected

Brakes O.K.	74517	Mirror O.K.	105474
Brakes Adjusted	32258	Mirror Adjusted	1301
Lights O.K.	55303	Steering O.K.	98485
Lights Adjusted	51472	Steering Adjusted	8290
Horn O.K.	103925	License O.K.	105620
Horn Adjusted	2850	License Adjusted	1155

Sept 1st to Dec 31st 1936
SECOND 1936 INSPECTION PERIOD


MOTOR VEHICLE DEPARTMENT
STATE OF NEW HAMPSHIRE.
CONCORD, N.H.
Thousands Of Vehicles Registered
Hundreds Of Persons Injured
Millions Of Gallons Of Gasoline
Number Of Persons Killed
REGISTRATION
INJURED
GASOLINE
KILLED
120649
116513
3144
3030
80898308
73903516
125
103
1935
116,513 NO. OF VEHICLES REGISTERED
73,903,516 NO. OF GALLONS GASOLINE
3030 NO. OF PERSONS INJURED
125 NO. OF PERSONS KILLED
1935
1936
1936
120,649
80,898,308
3144
103
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC